



The balancing act that nearly failed

By Richard Garner and Sarah Baylis

Pay increases ranging from 17 per cent to 25 per cent have been recommended for teachers by the Clegg Commission on pay, but the vast majority of teachers to the salary levels achieved after the Houghton award in 1974.

If they are agreed in the current Houghton committee talks, they would average 15.2 per cent and add £75m a year to the salaries bill. Many local authorities had budgeted for increases of around 20 per cent.

The top rise of 25 per cent goes only to a handful of heads of the largest comprehensive schools while the lower limit of 17 per cent goes to teachers at the bottom of the scale.

While our reference in effect obliged us to consider general pay moves since the Houghton report, we took the view we could not confine ourselves to that approach.

Our first report we said that to justify indexation of that kind, a national pay relationship would have to be shown to be right at the time it was drawn and that it would be unlikely to hold good for longer than two or three years. We note it has now been reported and that it is therefore time for a reassessment.

The recommended rises will mean the average salary increases from £184 in March 1979 to £5,669 by September 1980, when the second half of the increase would fall due. The first half is scheduled to be paid by 31 January.

The new starting salary will be £2,740. The highest paid head would receive an increase of £3,147 a year, producing a new maximum of £11,888.

down teachers' jobs and a range of other jobs into a number of factors and compared them.

Despite many attempts to make sense of the Inbucon study, it had to be abandoned.

The commission team then considered four surveys of graduates' pay upon entering employment which showed most other professions offered better pay than teaching. They concluded — as teachers were specifically trained for their job while people entered other professions and required further training — the starting salary for a teacher should be higher.

The surveys which covered 9,000 graduates went on to show that their salaries had risen more rapidly than teachers in their first few years.

In addition, the commission concluded that there should be greater increases for those with identifiable higher responsibilities.

"Upon the head rests the responsibility for establishing and maintaining the standards and morale of the school. It is a task which demands a high quality of leadership. We believe there is a justification for some widening of differentials which have been compressed in the scales above scale one during recent years."

Because of this, the pay increase recommended for non-graduate teachers should be 17 per cent, 18 per cent for those with identifiable higher responsibilities, and 25 per cent for heads of schools.

He also said: "It is often assumed that the relatively short timescale of the Houghton report, which was only adopted after two years, must be done outside the classroom."

He says of the National Foundation for Educational Research survey which indicated a 41-hour week for secondary schoolteachers: "The teachers' advantage in relation to hours of work and holidays, if they have one, is less than is commonly supposed. In our opinion no adjustment is warranted in the salaries we have proposed for teachers on account of hours of work and holidays."

Professor Clegg and his team arrived at their conclusions by comparing the salaries of graduate entrants to the teaching profession with those of others. This method was only adopted, however, after two others had been examined and failed.

Job for job comparisons were impossible because there were so few teachers outside local authority employment, and the commission study, costing £80,000, for which it hired Inbucon, a firm of management consultants, they broke

What Clegg could mean—for teachers.

Qualified Teacher	Scale	Rate at 1 April 1979	Proposed rate	Proposed increase
Scale 1	Min	3,231	3,760	17%
	Max	5,082	5,946	17%
Good honours graduate	Min	5,483	6,393	17%
Scale 2	Min	5,714	6,644	17%
	Max	6,852	8,069	18%
Scale 3	Min	6,852	8,069	18%
	Max	8,486	9,965	18%
Scale 4	Min	8,486	9,965	18%
	Max	10,118	11,828	17%
Senior Teacher	Min	10,118	11,828	17%
	Max	12,222	14,222	20%
Deputy Head Teacher	Min	12,222	14,222	20%
Below Group 4	Min	14,222	16,622	17%
	Max	16,622	19,422	17%
Group 4	Min	16,622	19,422	17%
	Max	19,422	22,822	18%
Group 5	Min	19,422	22,822	18%
	Max	22,822	26,822	18%
Group 6	Min	22,822	26,822	18%
	Max	26,822	31,822	19%
Group 7	Min	26,822	31,822	19%
	Max	31,822	37,822	20%
Group 8	Min	31,822	37,822	20%
	Max	37,822	44,822	19%
Group 9	Min	37,822	44,822	19%
	Max	44,822	52,822	18%
Group 10	Min	44,822	52,822	18%
	Max	52,822	62,822	19%
Group 11	Min	52,822	62,822	19%
	Max	62,822	74,822	19%
Group 12	Min	62,822	74,822	19%
	Max	74,822	88,822	19%
Group 13	Min	74,822	88,822	19%
	Max	88,822	104,822	18%
Group 14	Min	88,822	104,822	18%
	Max	104,822	122,822	17%
Head Teacher	Min	122,822	142,822	16%
	Max	142,822	164,822	16%
Group 1	Min	142,822	164,822	16%
	Max	164,822	188,822	15%
Group 2	Min	164,822	188,822	15%
	Max	188,822	214,822	14%
Group 3	Min	188,822	214,822	14%
	Max	214,822	242,822	13%
Group 4	Min	214,822	242,822	13%
	Max	242,822	272,822	12%
Group 5	Min	242,822	272,822	12%
	Max	272,822	304,822	12%
Group 6	Min	272,822	304,822	12%
	Max	304,822	338,822	11%
Group 7	Min	304,822	338,822	11%
	Max	338,822	374,822	11%
Group 8	Min	338,822	374,822	11%
	Max	374,822	412,822	10%
Group 9	Min	374,822	412,822	10%
	Max	412,822	452,822	10%
Group 10	Min	412,822	452,822	10%
	Max	452,822	494,822	9%
Group 11	Min	452,822	494,822	9%
	Max	494,822	538,822	9%
Group 12	Min	494,822	538,822	9%
	Max	538,822	584,822	8%
Group 13	Min	538,822	584,822	8%
	Max	584,822	632,822	8%
Group 14	Min	584,822	632,822	8%
	Max	632,822	682,822	8%

What Clegg could mean—for FE.

	Scale	Rate at 1 April 1979
Lecturer I	Min.	3,480
	Max.	5,814
Lecturer II	Min.	4,470
	Max.	7,146
Senior Lecturer	Min.	6,597
	Max.	8,253
Principal Lecturer or Reader	Min.	7,980
	Max.	9,836
Head of Department	Min.	8,435
	Max.	7,398
VI	Min.	10,186
	Max.	11,232
Vice-Principal	Min.	7,155
	Max.	7,737
12	Min.	14,052
	Max.	14,582
Principal	Min.	8,400
	Max.	9,083
12	Min.	10,383
	Max.	10,995

After Clegg... the view from the classroom

Mr Paul Goldacre, a secondary school teacher, working in a London borough, has taken steps to do this.

However, he would have preferred to see equal cash increases being granted to all teachers.

Mr Michael Harris, head of a modern languages department in a secondary school in Birmingham, is also a member of the NUT and currently earning £4,700. His salary will rise by about £1,000—18 per cent.

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choose from," he said. "Mr Michael Harris, head of a modern languages department in a secondary school in Birmingham, is also a member of the NUT and currently earning £4,700. His salary will rise by about £1,000—18 per cent."

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REFERENCES

UWT at Harrogate: reports by Bert Lodge

Move to ease promotion for those who stay in the classroom

reviled salary system without leaving the classroom. The Association of School Teachers and the Association of Women Teachers.

conference at Harrogate of the 1,100 delegates of the UWT members approved a resolution to ease the promotion of teachers by moving them to the classroom.

An amendment that any extra payment for responsibilities should be on a condition they were "curricular" was moved by Mr Andy Townsend, North Devon and Somerset.

Mr Seanus McKeown, Belfast, said there would always be a subjective element in promotion because no mathematical formula could be devised for assessment.

Further, I submit that people who spend all their time assessing young people are themselves loath to be subordinated to the same process.

Mrs Daphne Gray, Northern Ireland, said "the scheme would mean the end of the many malpractices of the present system and of the points system as well. You would no longer be asked whether you were married or had children or whether you attended church."

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President Colin Abrahams and past president Miss C. Skewington with NEC members.

Cuts condemned, but protest rejected

A resolution condemning recent and proposed cuts in educational spending was carried unanimously at a meeting of the National Union of Teachers (NUT) on May 14. The resolution was proposed by Mr. Peter Patterson, Oldham, and seconded by Mr. John O'Neill, Glasgow. It would have committed local associations to consider taking part in the TUC day of action on May 14 was heavily defeated.

Mr Norcross said the resolution was not the annual reaffirmation of faith by the NUT in the judgment of teachers and parents. "This year we are facing the fact that some L.A.s are prepared to turn into a pushover for a low and accepted by society."

While the law permitted physical punishment to parents, it should be allowed to teachers. "If our employer chooses to usurp our in loco parentis role, he should be told he must take the whole of it."

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Extra duty hours deal rejected

The conference voted unanimously to resist any attempt by local authorities to tie teachers down in spending a specific number of hours each week on extra-mural activities. The matter was raised as an emergency motion after delegates were told that local authorities were seeking to get on agreement on this before starting talks on the Clegg award.

In documents to their members the local authority associations have already indicated that the activities they have in mind include preparation of lessons and marking, lunch-time supervision, parent meetings and in-service training. By withdrawal of good will in these areas teachers have shown in recent years that they can severely disrupt the smooth running of a school without the loss of salary that accompanies a formal strike.

Right from the start the NAS/UWT refused to join a joint teachers and management working party set up last year to define the teachers' day more precisely. While agreeing with this in principle, the National Union of Teachers voted last week to reject any attempt by the employers to link this with pay negotiations. Moving the resolution Mr. Ron Cocking, treasurer, said confidential papers from the Council of Local Education Authorities indicated other unions on the working party had agreed in principle that their working year should be longer than the pupils'.

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LCI/CS
28th January 1980

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C/O Pope Julius II,
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NEWS

Lighter work-load could attract maths teachers

by Rob Dye

The Cockcroft report on the teaching of mathematics may not be published for at least another year in spite of an announcement by the junior education minister, Dr Rhodri Iwan Jones, that it would be ready by Christmas.

When it reports, the committee is likely to recommend preferential conditions of service for maths teachers, though probably not higher rates of pay.

The chairman of the committee, Dr William Cockcroft, vice-chancellor of the New University of Ulster, Coleraine, told the annual meeting of the Mathematics Association in Durham this week that the committee will receive some of its research findings only by December and these would take time to digest.

"I don't know where Dr Boyton gets his information from," Dr Cockcroft said. "We hope by the end of the year to have a date for publication."

Dr Cockcroft emphasized that with only a third of the committee's findings, the committee has still not formed any conclusions about its report. It has not had enough written evidence from class teachers' little from secondary schools and even less from primary.

The committee would like to be able to judge the degree of teacher support for various ideas, as opposed to the support of professional teachers' jobs.

He spoke of the determination of the committee to make practical recommendations rather than to produce a report that was pigeon-holed. But "there are no easy answers," he warned.

He was explicit about the idea that more mathematics could be introduced into teaching by making the subject more attractive with incentives and other measures.

Other measures would simply increase the number of teachers.

Dr Cockcroft said the committee hoped to point to examples of good practice. Members have set up working parties in primary and secondary schools in-service and initial training, and in addition, research has been undertaken into the maths needed in work, and in adult life outside of work, and also into what precisely is known about the teaching of mathematics.

Evidence to the committee should be sent to the Department of Education and Science, Elizabeth House, York Way, London SE1.

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New exam grades: no absolute standards

by Rob Dye

It seems unlikely that the standards will be laid down each grade in the new common plus examination judging from one senior civil servant at the Department of Education and Science told the Association of Teachers of Mathematics last week.

Mr Philip Halsey, Under-Secretary in the DES branch responsible for curriculum and examinations (Schools Branch) told the conference of the ATM at the Regis that most examinations are norm-referenced—each grade awarded to certain percentage of the entry.

The Government hoped to give the new examination system a criterion-referenced, or standards-referenced, basis.

It was Mr Halsey who outlined the criteria referenced plan grading the merged GCSE and GCE system when the Government decision was announced in February. He revealed last week the limited extent of those plans.

Some measure of criterion-referencing, perhaps in one or two subjects at one or two levels, would be desirable, he told the mathematics teachers.

Mr Halsey also said that the DES expected the common plus system to be organized to cover the full ability range. A sample paper would be taken by all pupils, subject with harder and easier alternative papers. The way grades would only be awarded to the best of the toughest papers, but most grades would be awarded on the easier paper.

He poured a certain amount of water on the hopes of the Government is said to be having in mind.

They might be a much more satisfactory way of assessing people's capabilities, he said, but they were complicated and difficult to compile. They took up a lot of teachers' time and energy.

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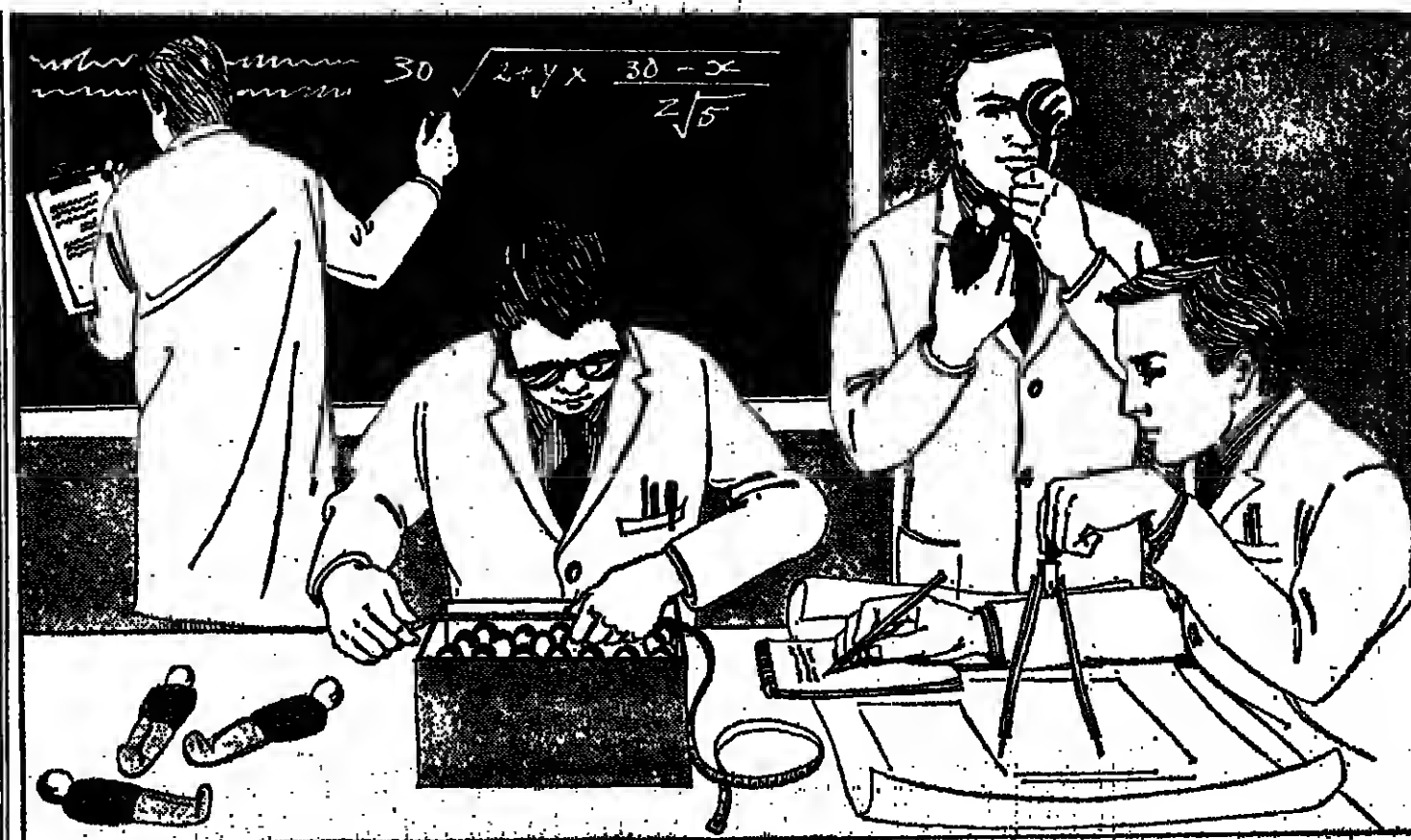
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features

Wrong questions, wrong tools

Stephen Simpson takes issue with those research findings

which claim to show that children achieve more in larger classes



school classes has been a long and contentious argument for as long as there have been schools. The ideal class size is hardly ever agreed, but smaller classes would be a desirable goal for many years.

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better in the smaller classes, since "small" is not yet small enough. And perhaps besides an upper threshold there is a lower limit to numbers in the classroom, below which lack of pupil interaction makes it harder to learn.

In this context one should not expect the one constant relationship that a "smaller is better" attitude implies, if crudely asserted. Any particular set of circumstances—the subject and syllabus being studied, the teachers and the children involved, the school facilities and the teaching aids available—will determine how much advantage is to be gained, if any, from teaching in smaller groups.

Certainly the surveys I have mentioned suffered from a certain measurement mania. Class size is relatively easy to measure, but though they are equally important for policy evaluation, the social dynamics of a classroom are difficult to measure.

There is evidence to suggest that the class size survey results might be partly explained by lower attainment, "causing" lower numbers of pupils. In the Joyce Morris study, "Standards and Progress in Reading", the link between larger class size and higher attainment disappeared when she related each school's average class size and average attainment.

The explanation was that within some schools pupils were streamed by reading ability, with the lowest ability pupils purposely given a smaller class as an educational aid.

This points to one more weakness in the class size surveys in the United Kingdom. They have measured attainment at one point in time, rather than pupil learning over a period; yet it is the latter that smaller classes are supposed to help.

A study that aimed to clear up the "inconclusive and contrary" research history of class size would thus have to be longitudinal in order to look at pupils' gain in learning while in classrooms of stable size.

Such a study would also have to measure a wider spectrum of outcomes than attainment or basic reading, and to take account of social deprivation, have

all variously been shown to be related to both the size of pupils' classes and their attainment, and so to lead to a spurious association between the two.

It may be that the survey results showing the best pupils in larger classes are nothing but the reflection of other varying educational features, which must be "neutralized" or controlled for, before the true causal effect of class size can be detected.

To quote an often used example: how long that two phenomena may be associated without one causing the other, the number of Methodist preachers and the incidence of alcoholism both increased steadily during the past century, but one would conclude neither that alcoholics had a tendency to become preachers nor that Methodists were advocating the bottle without first looking at historical developments that might have incidentally caused both trends.

These are stringent conditions to lay down for a study of class size that would be useful to teachers and government alike for policy-making, conditions that are probably prohibitive financially and politically for educational authorities.

Because studies up to now have been far from watertight in their methodology, it would not be right to say that educational research has thrown doubt on professional assumptions about the benefits of small classes, as many have said. It has simply tackled the wrong questions with tools made for other jobs, and come up with misleading answers.

Should we think not of marginally reducing class size, but of providing all children with some small-group teaching? Should there be in-service training for teachers in the use of small-group teaching methods? Or should we try to reduce the number of lower class sizes to reduce teacher stress, then perhaps talk of class size as a red herring, and negotiation should stick with the pupil-teacher ratio?

Results of past surveys on class size certainly do not provide an argument against taking the opportunity to reduce the number of children taught in each classroom.

Stephen Simpson is in the department of statistics and computing, University of Cardiff.

Head backed in caning row

The chairman of Croydon education committee, has expressed "every confidence" in a headmaster for who caned the hands of a 15-year-old boy who was using crutches.

Mr Derek Loughborough said education officers had investigated the incident at Solihurst Boys' School where the headmaster, Mr. Ron Smith, caned Mark Hodges on his buttocks for allegedly using a cricket bat as a cane.

"I am now perfectly happy with the situation," said Mr Loughborough. He was aware Mr Smith used corporal punishment at his school and that 152 canings had been recorded at the 750-pupil school in a recent year.

"It is very easy to say from a distance that that is a large number of canings, but it's not exactly the easiest of schools."

There are a number of pupils who try to assert their adolescent feeling. A stroke of the cane is sometimes far more effective in adjusting their attitude than six months with a psychiatrist."

Mr Loughborough said the boy was using crutches following a car accident earlier in the year. He understood the headmaster had given the boy one stroke of the cane on each hand.

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Two church schools to merge

What is believed to be the first merger in the country between Roman Catholic and Church of England primary schools has been agreed in Sunderland.

Section 13 notices announcing the closure of St Patrick's RC and St John's C of E schools and their replacement by a new ecumenical religious instruction and separate religious education, some parents remained doubtful about the plan.

He said, but he did not anticipate any objections would be sent to the Secretary of State as allowed by the section 13 notice.

Father Michael Whitehead, chairman of the St John's trustees, said the proposed syllabus would provide for both integrated and separate religious instruction. Some parents remained doubtful about the plan.

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School book spending cut by 40%

A quarter of legal education authorities put spending on school books in the last full year said over a third are known to have made cuts in the current year, according to figures released by the Educational Publishers Council.

Spending in 1978-79 was running at only 60 per cent of 1975 levels in real terms, the council said.

The cuts have been made despite statements by successive governments that spending on books should not be made to suffer.

to work



to work

Starter's Café is part of Shire Training Workshops, a project set up by a group of local individuals concerned for the future of school leavers who are entering

Staff and trainees worked together to bring their old building alive; now, the administration unit functions upstairs, a building project is in progress on the

The former want more out of life to work on a shop or office floor, not know what else to do. Like their kind, the latter are going to city to delay the problem of work.

and develop a sense of responsibility for the running of their own lives. college student; after all, is given a fair opportunity.

Another high priority that these youngsters have is for some context where work well done is shown to be truly appreciated. Everyone at Shlitz is helped to see a job

STW has been structured to allow the trainees to see the need for a balance between serving one's own needs and those of others. The café, where the trainees are con-

our priorities have been asked for a very long time, and that work exists as an essential part of life to fulfil the needs of human beings, not the other way around.

Alan, listening, hates the words, but receives a different message. He used to be unimpressed as Jimmy, though more about last week's football match than any other contact with humans, and regarded the so-called community service, but now supposed to be involved in it as a "great

One is forced to the conclusion that, despite all the effects and consequences of the so-called youth culture, this is no longer the time to be young. In parts of Merseyside there will be more young people leaving school for unemployment this year than ever; in some parts even more for unemployment than for jobs or further training. Only the Youth Opportunities Programme will give a 'spurious veneer of respectability' to the

ism for such radical ideas.
" Yet change there must be if the
generation of young people are
become the most disenchanted since
Thirlas or even more soured the

What that form should be is the question that Collins began to answer. It is that of us who have the young people in mind.

There is certainly a need for much more imaginative and creative work to be done in designing the projects. So far we have seen very little working out of the hope Geoffrey Holland expressed that young people themselves should have an important part to play in the design of elements of the programme.

There is little opportunity for real risk to be taken—MSC accounting courses see to that—but there is little

The now YOP, which we must be designing now for the years when the present interim program comes to a end should make it possible to have

George Eustance is chairman of the Merseyside Youth Opportunities Programme Network.

*Jaćek Laskowski looks at
the pros and cons*

exaggerated. The experiments were always modest. The story while Robert Barr was typing at The Front Line Family the cellars desk with him in Broadcasting the Louisiana MacNeice working on The Day and while the six writers of Walk are highly respected crafts women, even the BBC would produce another MacNeice and another Tower with equal if not greater

[illegible]

It. There was no policeman present, or if there was he didn't say anything.

Heart of the Matter, an investigation conducted with unobtrusive authority by the excellent *Pot* France, began with alarming new reel shots of the violence and moved into discussion, largely with an intelligent, subtle and humane priest and one of his black deacons. Being a Sunday evening program

SPECIAL ANNOUNCEMENTS

FAIR PLAY FOR CHILDREN ONE-DAY CONFERENCE— ALL CHILDREN PLAY

Play Provision for Children and Young People in Britain's Multi-Racial Society

Saturday 17th May at the Sidhwa Strling School and Community College, Cox Street, Coventry CV1 6NL.

Speakers will include Professor John Rex, Director of the Research Unit for Ethnic Relations in Birmingham, Rashid Noorhamdani, Education Officer for Birmingham City Council, University of Birmingham, author of "Children and Race".

The Conference will be chaired by Professor Walter James of the Open University and President of Fair Play for All Children. There will be a social afterwards in the afternoon.

Tickets £4.00. Further details from Fair Play for Children, 245, Kenilworth Road, London, NW6, 01L 4603.

The conference is sponsored by the Commission for Racial Equality.

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Speakers will include Professor John Taylor, Director at the Research Unit for Ethnicity in Childhood, University of Birmingham; Education Officer for Birmingham, CRO, and David Wilson, Director of Children's Play.

The Conference will be chaired by Professor Walter James of the Open University and co-ordinated by their Play for Children. There will be discussion workshops in the afternoon.

Cost: £10.00. Tickets from Play for Children, 248, Kenilworth Road, London, NW5, 0148 6809.

For further information contact the Committee for Racial Equality.

arts

Mirror, mirror on the wall

Phillip Bergson on a season of Russian cinema

The New Soviet Cinema of Andrei Tarkovsky. Camden Plaza from April 17 and at the National Film Theatre, from April 14 to 24.

It is unfortunate that now, of all times, British cineastes should suddenly have access to a number of excellent foreign films that diplomatic considerations should prompt us to boycott. But life is just a bowl of cherries and the pleasures offered by a pick of recent Soviet cinema, belatedly being screened in London, should not be scorned by anyone.

It is obviously no easy task to divorce Soviet cinema from its grim political context. Much of the extensive film production in all the Russian (the various republics have styles and qualities of film-making as distinct as their national characteristics) has a clearly didactic purpose and content: censorship is frequently apparent, though it seems more to control what is seen than what is made. Budgets and scripts are approved by the State film production agencies and it is only after a film has been completed and screened that a subtle, subtle black-out is exercised, relegating it to an inferior grade for internal distribution and refusing exportation to foreign festivals, or spiriting it away entirely. Such fates have dogged the work of the dissident genius, Andrei Tarkovsky, whose marvellous *Mirror* (U: 106 minutes; 1974), has finally reached London's Camden Plaza, having evidently "toured" hotels and workingmen's clubs in his mother country.

The Russians are shrewdly to pile such fear and loathing on their best but "difficult" film-makers, whose work, however critical, could, if properly permitted, be promoted, as the work of the dissident genius of the Soviet, cinema of the twenties and thirties.

There is no crisis in the Soviet film industry, except perhaps one of nerve; cinema admissions number among the highest in the world and rising. Although we send few films to Moscow, and American productions, of course, never (Czechoslovakia had only just made her entry, and *The Godfather* was



Tarkovsky's "Mirror"

reserved for privileged "artists" cinema). Muscovites eagerly discuss and would so eagerly devour foreign cinema, only the Russians would not allow it. It is only out of the anniversary of the death of Lenin in 1919 that the decree nationalizing their film industry.

There are certain correspondences between Soviet and Western productions, the most basic being the underlying myth of cinema, according to Lenin, as a "mass art"—epic in scale and conceived for the masses. Hence the costume, the "epic" drama, the war films and rumbustious comedies, the countless

children's pictures. Unsurprisingly, but this is a blinder vision, nor the first Soviet movie but probably the greatest, has been condemned as "empty" and therefore "elitist", though his expressive camera captures landscapes that are no less heroic for their setting as part of a character's fancy, imagined or remembered, rather than as part of a "real" environment.

His latest masterpiece *Stalker* (1979) somehow escaped to the antipodes, Rotterdam Film Festival this February. Like the mesmerizing space-trip *Solaris*, it is a mys-

terious voyage into a not-so-distant future. But this is a blinder vision, nor the first Soviet movie but probably the greatest, has been condemned as "empty" and therefore "elitist", though his expressive camera captures landscapes that are no less heroic for their setting as part of a character's fancy, imagined or remembered, rather than as part of a "real" environment.

Leading them up the Garden path

Patrick Carnegie at Covent Garden and Sadler's Wells

Seat prices being what they are, the only way for most people to go to the Royal Opera is either to go far from home, or to go to Covent Garden, or to go to Sadler's Wells. The latter two are the only places where you can go to see the Royal Opera. The Royal Opera is a very important part of the cultural life of London. It is a place where you can see the best of the world's opera. It is a place where you can see the best of the world's opera. It is a place where you can see the best of the world's opera.

One seems to have got to the end of the line. The Royal Opera is a very important part of the cultural life of London. It is a place where you can see the best of the world's opera. It is a place where you can see the best of the world's opera. It is a place where you can see the best of the world's opera.

about it is not actually on top of me. I am not actually on top of me. I am not actually on top of me. I am not actually on top of me. I am not actually on top of me. I am not actually on top of me. I am not actually on top of me.

son was of Tom (characterised by a tear as by no means uninteresting, but not actually evocative of Auden's poem). The Royal Opera is a very important part of the cultural life of London. It is a place where you can see the best of the world's opera. It is a place where you can see the best of the world's opera. It is a place where you can see the best of the world's opera.

Mary herself (a deeply moving performance by Catherine Mather) grows magnificently from a young girl up to a woman. The Royal Opera is a very important part of the cultural life of London. It is a place where you can see the best of the world's opera. It is a place where you can see the best of the world's opera. It is a place where you can see the best of the world's opera.

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THEATRE ROYAL
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Required for September, 1980

Roger Ascham Infants School, Wigton Road, Head Teacher: Mrs. N. Pyle.

Deputy Head Teacher

Group 4 School

Salary from £5,004 to £6,533 plus Outer London Allowance of £408. Current roll: 178.

Applications are invited from suitably qualified and experienced teachers.

Application forms and further particulars (please enclose S.A.E.) obtainable from and returnable to the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London, E15 5QJ.

Closing date: 2nd May, 1980.



Hounslow

READVERTISEMENT
(London Borough of)
EDUCATION COMMITTEE

Education Department, The Civic Centre, Lempson Road, Hounslow TW3 4DN

ST. LAWRENCE'S RC SCHOOL, Victoria Road, Feltham, Middlesex TW13 4FT

Headmaster: Mr. M. T. Flynn, JP, MA, DipEd.
Required: SEPTEMBER 1980

Applications are invited for

DEPUTY HEAD

In this Group 8 Junior Mixed Infants School from suitably qualified and experienced teachers who must possess the Catholic Teachers' Certificate or equivalent and be committed, pre-aching Catholics.

London Allowance £408 payable.

Closing date: Within ten days.

Application forms and further details may be obtained on receipt of a stamped addressed envelope from the Headmaster should be returned to the Corresponding Secretary c/o St. Lawrence's RC School, Victoria Road, Feltham TW18 4FT.

A. GROVES, Director of Education.

BOROUGH OF

HARINGEY

Education Service

LANCASTERIAN J.M. SCHOOL

King's Road, Tottenham, N17 6NN

DEPUTY HEAD

TEACHER (Group 5)

required for September 1980.

Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head Teacher.

The school has been designated one of Social Priority and an additional allowance of £201/£278 per annum is payable.

London Allowance £600 payable.

Removal expenses - 100% followed in approved cases.

Application forms (S.A.E.) may be obtained from the Chief Education Officer, Education Office, Somerset Road, N17, to whom the forms should be returned by 2nd May, 1980.

London Allowance payable.

Removal expenses - 100% followed in approved cases.

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London Allowance payable.

PRIMARY

Deputy Headships

continued

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extra

"Overlooked in the secret garden" continued.

The proposals also fail to distinguish between the distinctive and emphatic contributions of subjects and those of the curriculum, such as language development, which are cross-curricular. . . . The subheading "Preparation for adult and working life" appears four paragraphs from the end of the document, prompting irresistible speculation as to what the rest of the curriculum is thus committed to be about. . . . There is a persistent tendency in the document to talk of subjects as if they inevitably embodied certain characteristics, rather than seeing them as being possible vehicles for achieving aims and so on. . . . Yet to seek to change the terms of the debate—to move from ritual assertions about subjects said to be

"intrinsically important" to real discussion of aims and of cross-curricular concerns—would not in itself do anything to make the claims of geography to be an integral part of the education of all young people more obviously justified. There are other points at issue.

Is the evident underlining of geography's claims an implicit judgment by parents and pupils as well as by politicians on what the subject is already offering? Or can it be represented as a failure of public relations, of so far inadequate and unconvincing attempts to explain and justify the subject's contribution to the curriculum? Or is there some other reason?

The "failure of PR" explanation is the least uncomfortable—but why should a subject so well established in schools need a publicity campaign? Should not the evidence already be there, to be appreciated by parents, employers, the pupils them-

selves, as well as the DES? Justification statements such as the Geographical Association's "Geography in the school curriculum" ("Teaching Geography", November 1977) can only hope to support rather than substitute for such evidence.

A recent article in these columns noted with approval the unprecedented flowering of books and journals about geography resulting in the 1970s, and the institutionalization of many new ideas, regarding these as symptomatic of a healthy, vigorous subject. Such blossoms do not seem to have caught the eye of the DES as they have stepped into the secret garden.

Is there then an unacceptably large gap between the claims being made for the subject and the realities of the geography actually taught in the classroom? Do the often quoted aims of "developing global perspectives" and "making pupils aware of environmental issues" really lie there, to be appreciated by parents, employers, the pupils themselves, as well as the DES? Justification statements such as the Geographical Association's "Geography in the school curriculum" ("Teaching Geography", November 1977) can only hope to support rather than substitute for such evidence.

What else comes out clearly is the continuing and exciting progress of geographical research, the fact that there is a great deal of work to be done and that careers and economic returns are very much in the mind of these speakers—they are not isolated academics. And the new attitudes to geography—the hypothesis testing, the analysis, the systems approach—are also strongly in evidence.

The eighth programme in the sequence is "straight radio"—a discussion between two senior examiners on their thinking behind the questions, their ways of marking and the problems that many candidates create for themselves including a not uncommon inability to spell geographical terms.

In the summer term 1981, my plans for a second series of eight programmes cover human and economic geography topics. I hope these will be: population; urbanisation; agriculture—subsistence; agriculture—commercial; industry; energy; transport; examinations; suggestions for possible programmes in summer 1982 at this level are most welcome and should be sent to me, Geoffrey Sherlock, BBC School Radio, Broadcasting House, London W1A 1AA or to your nearest BBC Education Officer.

I have also planned changes in the geography output for pupils lower down in the secondary school. Starting in September 1980 there is a new 20 programme series called "Home or Away (15-14) Radio 4 VHF Thursday 11.40-12.00". This series has three main aims: to provide a foundation of geographical ideas on which later studies leading to O level and CSE can be built; to provide a series of geographical ideas for pupils who only study the subject for two years; to provide material for the use of teachers who are unlikely to be able to provide examinations.

The four themes of 1980 are: Water Power, Settlement and Transport; and the other three are: Dependent Areas, Urbanisation and the Environment. These changes have been made largely in response to the needs of teachers and pupils who are studying geography for two years only.

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classroom experiences? Is, for instance, all the dissemination success of the Geography for the Young School Leavers Project more widely used in schools than any other Schools Council project—more not air-rushing to fill a vacuum, and judged to be dispensable?

Or could the same argument be reversed? Do we misjudge the perception of the DES? Could it be that they are perturbed about the enthusiasm and social awareness engendered in contemporary geography classrooms, suspicious of precocious play with spatial ideas and of an increasing tendency to explore value judgments about economic systems? Is it this which leads them, through utilitarian aims, to sigh for a return to the "good old days" of more straightforward description of people and places in geography? (Not expecting it, they deem it strategic to edge geography from the core.)

One other possibility may explain the consistent non-visibility of

geography in any prominent position in these documents. It may be that the strident voices of the educational politics, the so-called basics to consistent curriculum, slightly equate the teaching of science with the harnessing of technology and environment and the teaching of modern languages with greater exporting power. This may be coupled with a belief that the future can be left, on the whole, to itself, without troubling every page about the eventual fate of the planet. In which case it is not surprising that such half-hearted developments are launched.

By the revised guidelines proposed by the DES show evidence of more extended and sensitive work through the secret garden.

Richard Dougherty and Rex Weirford are lecturers in the Department of Education at University College, Swansea and Cambridge University respectively.

A FRAMEWORK FOR THE MIDDLE SCHOOL

by Colin Read

Continuously with the evolution of new organizational structures for the middle school, changes in attitudes towards learning and teaching have inspired a critical re-examination of the appropriateness of the subject-centred curriculum. At the same time, the growth of interdisciplinary and integrated learning and teaching, the service of specialist geographers, trained both in the subject and its teaching. Every middle school should have a specialist in the subject (the joint honours graduate may be particularly well suited both from the point of view of integrated work and in the context of constraints on staff recruitment). Broadly his/her role should be:

(1) To ensure that the basic aims, objectives, skills and concepts are covered in an adequate way and preferably in structured courses designed to provide progression in learning.

(2) To organize and develop the resources of the subject including local, first-hand observable data, data for simulated fieldwork in and realistic studies of remote areas and the vast range of hard and soft ware.

(3) To give specialist advice to both colleagues and pupils.

(4) To link with specialist colleagues in the upper school and with colleagues in the pre-middle years.

(5) To establish the relationships which exist between geography and other areas of study.

(6) To work with parents to discuss and explain the broad aims of the subject.

To me of curriculum content the direct or indirect framework provided by the various external examination syllabuses followed in the upper school provides a reasonable degree of consistency of subject treatment. However, in the middle age range, although some I.B.S.s and teachers groups have produced guidelines, a disturbing diversity of practice would appear to have developed. At the worst schemes are being followed that have little structure, progression or concern for the requirements of later studies. Inevitably the varied programme of learning that has developed is going to present serious problems for work in the upper school. Some children may have few, if any of the concepts, skills and ways of thinking necessary for more advanced work.

While it is not suggested that the approach to geography in the middle school should be erratic or noticeably uniform it is suggested that there is a need to establish the basic aims and objectives of geography for this age range, for

the benefit of teachers, pupils and parents. The following could constitute the role of geography in the middle school:

(1) Stimulate the use of atlases, maps and source material such as photographs, statistical data; develop the use of accurate graphic and statistical methods.

(2) Concentrate on the area and spatial aspects of fieldwork and local studies, such as settlement patterns, distance, area, network, hierarchy.

(3) Develop a basic geographical vocabulary and illustrate the geographical use of concepts, such as distance, area, network, hierarchy.

(4) Ensure that areas studied are placed in a local context; develop the use of the local area as a yardstick for comparative purposes.

(5) Provide learning situations in which pupils may use geographical skills and knowledge in decision making and problem solving.

(6) Ensure that the discussion of causative factors there is no simple determinism.

The following geographical concepts and skills are suggested as being relevant for the pupil in the middle years. The depth of treatment will obviously vary with the age and ability of the pupil but such a framework allows for structured progression and the selection of suitable examples in local and distant locations by individual teachers:

Concepts

- (1) Cartographic symbolism.
- (2) Spatial relationships—distance, area, relief, location, nodality, accessibility, network.
- (3) Work of processes—on the physical landscape through time, to the human socio-economic system.
- (4) Inter-relationships of people and environments.

Skills

- (1) Use of an atlas.
- (2) Ability to read large and medium-scale maps.
- (3) Recognition of basic rock, soil and vegetation types.
- (4) Simple weather observation and recording.
- (5) Graphical.

This list contains nothing new and it is not the first of its kind. However, the debate on the curriculum may provide the last opportunity for some time for geographers to divert for a while from an introverted to an extroverted concern with and for their subject. We must produce a coordinated effort to convince local education authorities, heads of schools, advisers, parents and public at large of the value of the subject when taught in schools and middle schools in particular where the firm foundations of geographical study must be established.

Colin Read is senior lecturer in the department of geography, Loughborough University.

At the recent DES consultation document "Framework for the School Curriculum" (January 1980) geography (either as a separate subject or as a component in a programme of environmental and social education) in a list of "essential subjects" for the middle age range. This is a welcome move, but it is not the place to debate the merits or otherwise of subject schemes but one must be realistic of ad hoc groupings of subjects rather than meaningful schemes. Whether in "integrated" or "separate" schemes, geography teachers must be prepared to show that while geography in middle schools has an informational role it also has a distinctive contribution to make to the education of the pupil and to the development of certain skills and concepts and in developing an understanding of a rapidly changing world.

It is not to suggest that geographers should claim the whole of environmental and social studies but that we should co-operate and firmly emphasize the

climax of the 150th anniversary celebrations will be during the second week of June when geographers and gold medalists from all over the world will gather at the society's house to acknowledge the achievements of the past 150 years. On the afternoon of June 3rd, the address will be given by Mr M. Cartledge, Secretary of the Society, Education and Science, and appropriate that among the distinguished audience will be prize-winners of the Geography Magazine's special commemorative competition for schools.

That evening the Queen, patron of the society, and the Duke of Edinburgh, honorary member of the society, will meet fellows and the society's work—work which admirably carries out the objectives formulated by members of the Raleigh Club at their meeting 150 years ago.

With this series of lectures, the society will be opening an important chapter in the history of the society's work. The Duke of Kent, the society's honorary president, from Raleigh Club at their meeting 150 years ago.

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ADVANCED PROGRAMME

Geoffrey Sherlock previews new BBC School Radio series for this summer and beyond

As a result of the very serious drought in 1976, many of the light, shaggy in the Vale of York were susceptible to wind erosion early in the year, early in the growing season for crops. The strong winds of spring removed the soil, damaged crops and reduced the quality of the land substantially. The Vale of York is by no means a desert but there is no difference in principle between these processes on the light soils in northern England and the kind of soil erosion that can occur on agricultural land in many of the marginal desert areas. The difference is one of scale and degree. So says Professor Ron Cooke in a forthcoming programme on Desertification in the new BBC School Radio series Advanced Studies: Geography.

This rather startling example contains something of the essence of this new series—all the contributions are recognized and enthusiastic experts. When I began planning the series I thought of the evidence at the School Broadcasting Council these two criteria, expertise and enthusiasm, were uppermost in my mind for the speakers.

The subject matter was rather easier to plan because the seven Radiovision programmes on physical geography are based on an analysis of available A level syllabuses. The content of each programme was roughed out in preliminary discussions and a link of some dozen or so slides, diagrams, maps and so on was selected. Once in the studio this list was reduced to a maximum of 11 and

the running order was established. Then, with Barbara Myers chairing each session, we recorded a free-ranging, intently unscripted and un-rehearsed discussion and, at times, disagreement. The freshness of this approach comes over in the broadcasts; nevertheless each subject is carefully linked to the film-strip.

What else comes out clearly is the continuing and exciting progress of geographical research, the fact that there is a great deal of work to be done and that careers and economic returns are very much in the mind of these speakers—they are not isolated academics. And the new attitudes to geography—the hypothesis testing, the analysis, the systems approach—are also strongly in evidence.

The eighth programme in the sequence is "straight radio"—a discussion between two senior examiners on their thinking behind the questions, their ways of marking and the problems that many candidates create for themselves including a not uncommon inability to spell geographical terms.

In the summer term 1981, my plans for a second series of eight programmes cover human and economic geography topics. I hope these will be: population; urbanisation; agriculture—subsistence; agriculture—commercial; industry; energy; transport; examinations; suggestions for possible programmes in summer 1982 at this level are most welcome and should be sent to me, Geoffrey Sherlock, BBC School Radio, Broadcasting House, London W1A 1AA or to your nearest BBC Education Officer.

I have also planned changes in the geography output for pupils lower down in the secondary school. Starting in September 1980 there is a new 20 programme series called "Home or Away (15-14) Radio 4 VHF Thursday 11.40-12.00". This series has three main aims: to provide a foundation of geographical ideas on which later studies leading to O level and CSE can be built; to provide a series of geographical ideas for pupils who only study the subject for two years; to provide material for the use of teachers who are unlikely to be able to provide examinations.

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"Celebration year" continued

aloes. In addition the society aids, with financial help or advice, over 30 expeditions each year as well as mounting major scientific projects of its own. It gives prizes and awards to over 150 scientists travelling abroad and administering the Commonwealth Geographical Society's fund.

The lecture meetings held in the society's 760 seat lecture theatre cater for only a fraction of the groups within the RGS. Each year there are 12 evening lectures by outstanding explorers, mountaineers, travellers and geographers. All the great names in the history of exploration have given such talks—recent years have seen Sir Vivian Fuchs, Wally Herbert, Wilfred Thesiger, Ashley Smith, Chris Bonington, Dot Williams, Robin Knox-Johnston, Eric Newby, Dr David Bellamy, Sir Alan Hardy, Dr L. E. S. Edwards and Geoffrey Moorhouse. Each evening will have an eminent speaker from the world of exploration or the world of geography.

This year it is fitting that the programme that the society has devised to mark its 150th anniversary reflects so well the aims of the Royal Charter. First there are two series of lectures "Our Habitable Planet" develops the theme of the contemporary lectures given in 1930 when such eminent speakers as Professor Albrecht Penck, Professor A. M. Farr-Saunders and L. S. B. Leakey spoke under the general title "The Habitable Globe". This year the lecturers are Professor P. Kenneth Hare ("Our Planet's Environment"); Gerald Manners ("Our Planet's Resources"); Professor Peter Hall ("Geography for the 21st Century"); and Dr D. R. Stoddart ("Geography, Education and Research"; June 10). The lectures, which will evaluate predictions made 50 years ago and assess the future in the light of current research, will be published in the Geographical Journal.

A second series of public lectures takes place in May when about 40 leading explorers, travellers, writers, climbers, sailors and scientists will tell of their own most exciting or significant achievements. Among those taking part are: Sir Vivian Fuchs, Wally Herbert, Wilfred Thesiger, Ashley Smith, Chris Bonington, Dot Williams, Robin Knox-Johnston, Eric Newby, Dr David Bellamy, Sir Alan Hardy, Dr L. E. S. Edwards and Geoffrey Moorhouse. Each evening will have an eminent speaker from the world of exploration or the world of geography.

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and at the Natural History Museum

is "Patterns of Diversity", which demonstrates the work of the society's 1977-78 expedition to Gunung Mulu, Sarawak, when a team of more than 150 scientists worked for 15 months to produce a detailed analysis of the rainforest. The exhibitions will be open until September when "From Pole to Pole" will be moved to Cardiff, Eisteddfod and Belfast.

Publications have not been neglected by the Society in its centennial year. Geography, Yesterday and Tomorrow (OUP) when general editor is Professor E. H. RGS in the establishment of geography as an academic discipline and includes contributions by academic geographers on the present state and future development of all aspects of the subject. A second book, To the Farthest Ends of the Earth by Ian Cameron (Maidenhead) is an illustrated history of the society, its explorers and its expeditions. A third publication is the RGS Commemorative Map which has been drawn in the society's drawing office and which shows the routes of expeditions carried out by the RGS.

Exploration has always been an abiding interest of the society. In 1980 the International Karakoram Project, a large inter-disciplinary expedition involving scientists from China, Pakistan and the United Kingdom will use advanced technological skills to examine many of the problems related to the mountains and glaciers of the Karakoram range, north-west Pakistan.

To give increased financial backing to projects of this sort, as well as to the society's work in education, research and the collection of reference materials, an appeal has been launched to coincide with the anniversary. To date more than £170,000 has been raised from fellows and members of the society, trusts and business and industrial donors.

The climax of the 150th anniversary celebrations will be during the second week of June when geographers and gold medalists from all over the world will gather at the society's house to acknowledge the achievements of the past 150 years. On the afternoon of June 3rd, the address will be given by Mr M. Cartledge, Secretary of the Society, Education and Science, and appropriate that among the distinguished audience will be prize-winners of the Geography Magazine's special commemorative competition for schools.

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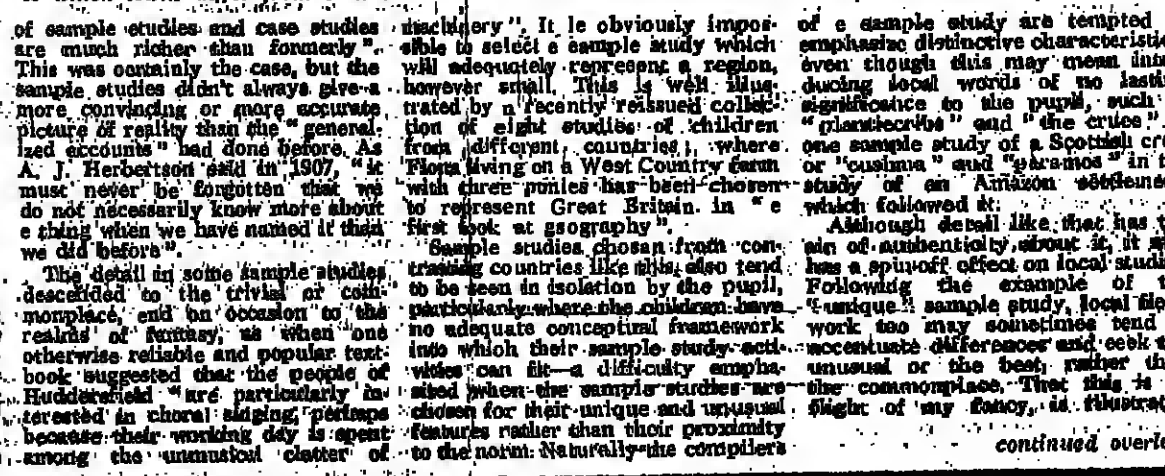
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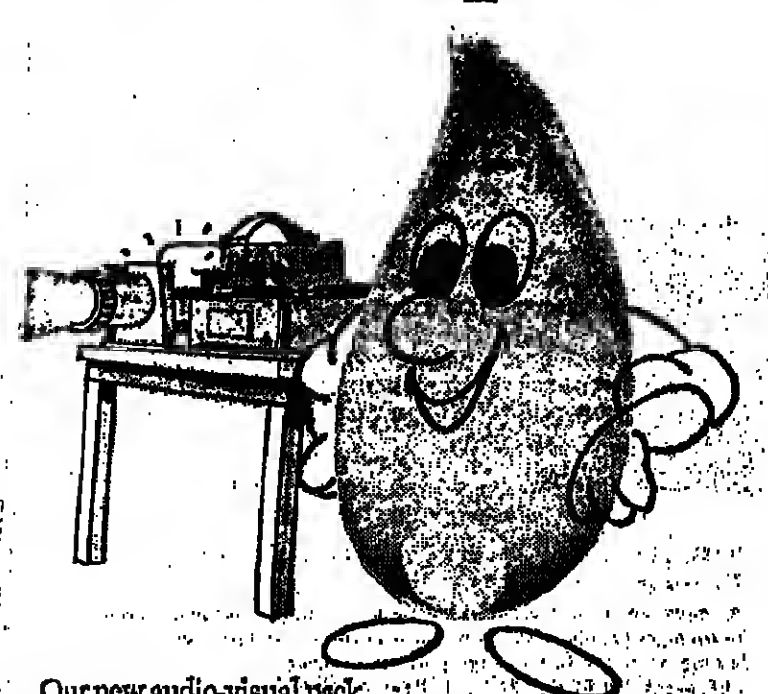
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extra WHERE THE COURSE TEAM IS KING

Andrew Learmonth on the geography courses offered by the Open University

Pathways in geography are offered to adult students by the Open University. A score or two of part-time tutors spread across the country, staff tutors or assistant staff tutors in 13 regional offices, the BBC OU production teams, and about 17 teaching and research staff at Walton Hall, the Milton Keynes campus, make part-time studies available.

Team-teaching, available in a correspondence and broadcasting university (with 230 study centres) this means integrating, writing, editing by a group of Walton Hall and regional academics, editor, educational technologists, BBC producers, and in geography courses, cartographers. In many ways the course team is king in producing the correspondence material widely sold in bookshops and used in many slator institutions where it is admitted by many and revered by some.

This "eternal use" of OU material is of course gratifying, but it can lead to a distorted view of geography in the Open University. To here is a student's eye view of the staff, strategy of course, sponsored by limited manpower, and the university's commitment to interdisciplinary studies.

After the interdisciplinary foundation course, post-graduate courses are offered to two main and complementary paths. John O'Brien took D101 Making Sense of Society and D101 Living with Technology. He wants a single discipline course relevant to his daily interdisciplinary work; he is offered one full credit course D204 Fundamentals of Human Geography and a D203 Decline-Making in Britain or D202 Urban Change and Conflict (from 1982), and a third level course like D302 Patterns of Inequality.

In contrast, Gladys Teche only needed one Foundation Course because her college training secured some exemptions. She had a good foundation of geography from her college of education course in the early 1960s, and wants interdisciplinary courses to deepen her attack on cross-discipline syllabuses with her own pupils. Gladys may choose a second level course like D203 Decline-Making in Britain or D202 Urban Change and Conflict (from 1982), and a third level course like D302 Patterns of Inequality.

In contrast again, Marion Hake-well left school at 15 to work as a shop assistant until she married, so she is numerate, and she is bright and literate too. She took D101 Making Sense of Society and D101 An Arts Foundation Course. She is sitting primarily at finding out her intellectual potential, though she hopes to return to the labour market with a degree. Her children are at school, and she has a Foundation Course in three main sections: man-environment, relations, spatial analysis and values, ideology and religion, and geography. Marion is attracted mainly by the environment section but wants to tackle the other two, so decides to have a second year course, or two, in the third year. She is considering in hand the first two, and has the idea of some of the other social interdisciplinary courses. She is attracted to D203 Decline-Making in Britain or D202 Urban Change and Conflict (from 1982), and a third level course like D302 Patterns of Inequality.

The courses mentioned depend primarily on the well-designed correspondence material with more or less successful integration of the material with broadcasts, maybe

summer school or study centre, day schools, etc., with the exception of the project courses where the print material will be less and perhaps simpler in format.

The basic course on geography as a discipline, then, is D204 Fundamentals of Human Geography, and its three main sections have been mentioned. It is mainly a course about ways of looking at geography and is not about the geography of any continent or that industry. There are, of course, student activities throughout, but it is the summer school at York or Bath which really gets the student into action.

There has recently been a major review of the course in Progress in Human Geography, Vol. 3, No. 2 (London, Arnold, 1979). Professor R. J. Johnston, of the University of Sheffield, thinks there is material for these courses (York, but we are chiefly concerned for resources, or already noted); at about a million words in the correspondence material, plus textbooks and a Reader of Journal articles, there is a lot of reading, but four or five hundred students a year take the course, with one of the lowest drop-out rates in the university—and a low failure rate in the examinations.

Other dotted criticisms probably underestimated the extent to which an admittedly messy system can test the student's understanding of an apparently under-used diagram or help through a phrase that is causing difficulty. We receive feedback in both structured and informal ways, and try to respond.

Professor Johnston thinks, too, that living taken on such a broad survey of ways in which geographers look at their discipline. The staff and the many outside contributors have left it to the students to form their own overview of where geography is now. This course is almost unprecedented in the university in that in its fourth year of presentation it still has a gap where the student has to use the student work to make a whole that has been a stop-gap revision guide "since year two" it perhaps reflects the feeling to geography as a whole that this gap exists because of real intellectual controversy in the course team.

Did the middle section on spatial analysis unduly influence the student towards a positivist approach? Retrospective dissatisfaction with the balance of geographical endeavour in the 1960s has become a feature in course team discussions, and has left a little scar tissue. However, two of the course team are trying again to produce a short "state of the art" essay, and also a new revision guide is planned. This sample, made at the point that the student has made both the first and second revision guides, is aimed at following up the work at the D204 Fundamentals summer school, and also complementing the theoretical content of D204 with learning by doing. The entry behaviour includes less training in geography than such a conventional undergraduate starting an honours dissertation, but many OU students have more knowledge of statistical techniques than many young geography students.

The plan for this course is to offer students, initially, a choice of one project from three options, which are designed to be worked on in the summer school, the summer school, and the summer school.

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extra A RAW MATERIAL FOR STUDY

Bryan Waites on the geography of war

"It is a source of constant surprise to me", an eminent professor said recently, "that British geographers in the post-war period have avoided the study of war as an expression of the spatial behaviour of human groups. After all, a strong case can be made that war and conflict is the norm in human history, with peace only occasionally breaking out."

He went on to outline ways in which war and geography coincide: the adjustment and acclimatization of men and machines to various theatres of war; the influence of terrain on the technical levels of which war can be waged; strategic mobility in the mode of land, sea and air; regional hierarchies of war from world conflicts to small-scale tactical areas; cartography and war; territoriality as a function of conflict and conflict resolution; decision-making; games theory; boundaries and frontiers reflecting conflict areas.

This is a strong case for geographers looking again more positively at war as a raw material for study. Military Geography was once of great importance and geographers such as H. J. Mackinder were well aware of this, especially in geopolitical terms. Even today, in some institutions War Studies are important and the Open University has produced an outstanding series of War and Society. There is little evidence, however, that geographers in schools are making full use of the range of possibilities open to them in respect of war. Why should they bother at all?

One reason is the proliferation of resources available on war. At the national level, the Imperial War Museum, Greenwich, the National Army Museum, Chelsea, and the RAF Museum, Hendon, have outstanding collections and displays, educational materials, archival films, and an education service which excellently provides for visits and consultation. Floating museums like the Belfast and the Victory give an added dimension. At the local level regional museums are, perhaps, more accessible.

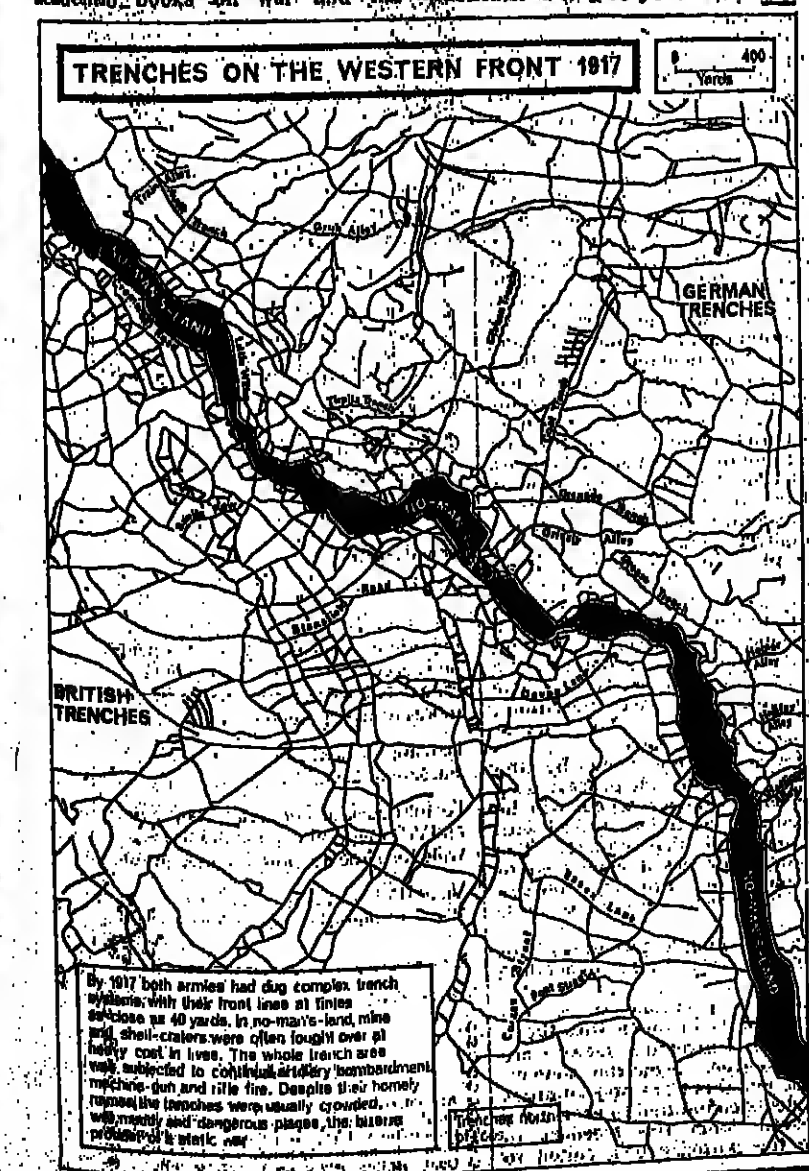
The literature of war is a never-ending fountain ranging from paper-backed publications such as the British Battlefield Series (Pan) and covering Battleships (Shire) or Bombers (Bower), that you are lucky for more world, regional, historical, academic, books on war and the



German assault troops attacking French positions in June 1918. There is no shortage of available resources for the study of war. This photograph and the one overlaid come from the Imperial War Museum, London.

Themes such as Women at War or Your City in the Blitz (from now-papers and oral history) will provide local topics. Remember special anniversaries like October 21, 1918, when the British Expeditionary Force entered Germany, or the Battle of Britain August 1940. Maybe in your area you have aviation archaeologists and you can follow their work perhaps linking in with them. Family memories of world wars would be useful and interesting and, as a recording technique, a valuable experience for pupils. Here is a chance for original work which may later be sent to the Imperial War Museum Collections.

All this is relevant to war games, modelling and other hobbies and activities. War is the endless theme, even now, of TV, whether it be Pearl Harbor or Secret Army and this is the everyday view of your pupils. They will have a background and knowledge from this background. Maybe, also, you have a Massey, a Bowditch or an Edgell in your backyard? A great deal is possible in terms of activities if you have it. Your local authority has developed the battlefield, as in Battlefield Series (Pan) and covering Battleships (Shire) or Bombers (Bower), that you are lucky for more world, regional, historical, academic, books on war and the



By 1917 both sides had dug complex trench systems with their front lines at times 4000 yards apart. In no-man's-land, mine shafts were often dug out at intervals of 100 yards. The whole trench area was subjected to continuous artillery bombardment and the trench was often changed. Despite the heavy bombardment, the trenches were usually crowded, and the conditions were often very poor. The trenches were often very close together, and the conditions were often very poor. The trenches were often very close together, and the conditions were often very poor.

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GAMES AND SIMULATIONS: A STATE OF THE NATION REPORT

By Rex Walford

The sight of dice in a geography classroom these days hardly raises an eyebrow. This signals an capitulation to the gambling hall through in chemistry, even a "Mole Bingo" game has been harnessed to educational use; it is a recognition of the fact that we have come a long way in a decade in accepting games and simulations as legitimate activities within the geography curriculum.

Open any recent major series of secondary school textbooks and you will find such activities embedded within the section of "Things to Do". Look, for instance, at Harcourt's *Reformed Geography* or their more recent series, *Basic Geography*, at Farloah's *Rico's Putters in Geography* (Longman); and at the seminar *Oxford Geography Project* (OUP) which has no less than 41 games and simulations of various kinds in Book Three alone. A primary/middle school series, *Now News in Geography* by J. P. Cole and N. J. Beynon led the way, at the start of the decade.

These, and other examples of "experiential learning" have come to supplement strongly, if not replace entirely, many of the more traditional and expository ways of learning geography in the past 10 years. They have made their way not merely because they are new, but because their style is appropriate to the changed nature of the discipline and its classroom emphases, reflected through textbooks, in-service courses, and (to some extent) the examination system.

The very open-endedness and unpredictability of such situations has offered both charm and potential on the one hand and fear and danger on the other. Some teachers, struggling with recalcitrant groups, are understandably reluctant to put their management skills to the test in such situations, knowing that the caution of silence, immobility, and attention-to-the-teacher will be necessarily breached by what is intended to happen. A role-play simulation about whether we should mine the Vale of Belvoir is likely to involve as much passion in the classroom as it does in real life. And yet I recall that my own first attempt at using games were with non-examination classes in a secondary modern school and not with motivated high-flyers. The games changed the atmosphere of the class and promoted surprising goodwill towards learning, in stark contrast to some of my other, more dutiful apprentices; and they certainly taught an understanding of a fundamental process, and of other people's point of view more effectively than any merely telling the class about such things.

At the other end of the scale, one sometimes finds teachers acknowledging the motivational value of games but suggesting that, in the long run, there is just too much time taken up by them. But research has shown that games are as capable of teaching factual information as expository methods, even though that is not their strongest characteristic. I suspect that those who make the criticism are wedded still to the belief that "coverage" is the key

to success, a view that changing external examinations is gradually making less and less tenable. Some schools have already built simulation activities into their coursework assessment procedures for the 14-18 Project O level, seeking to examine students on oral geographical skills, as well as written ones; the new 16-19 A level examination, devised by the project team at the London Institute contains a paper solely devoted to a simulated decision-making problem.

The last decade has brought evolution and development in the use of games and simulation in geography in various ways. Some games, such as Jim Dunlop's "Poverty Game", developed for Oxford, CSV's simulation "Spring Green Motorway", and variations on Brian Fitzgerald's "Iron and Steel Location Game" have already assumed near-classic status. Recent government funds to develop curriculum materials concerned with the energy crisis caused the genesis of an imaginative World Energy game kit from the Curriculum Development Centre at Ely. But, by and large, elaborate materials have been superseded by the more flexible use of simple ideas, often using only pencil, paper, and dice.

Such flexibility has underlined the fact that the most precious thing to have is a game idea, rather than a rigidly assembled set of rules and regulations which are unworkable or simplified only with difficulty. I have been involved with a game about Caribbean fishermen in recent years, and it has been played as a 15-minute activity in

primary schools in its simplest form, and as a two-day simulation with 10th adults at its most complex. The basic issues behind the game (the problems of making a living in an uncertain primary occupation, and the nature of development strategies for Third World countries) remain the same.

Perhaps the greater problem with games and simulations these days is not so much their use as their misuse. It is still possible to find classrooms into which a game is launched with naivety in a panic of desperate time-filling. The game is expected to turn geographical facts into Prince Charming without any preparation, debriefing, or integration into the current syllabus of work. The motivational strength of the activity is often good enough to keep the class occupied for a period or two, but whether any learning takes place is very questionable.

Two other misuses give rise for concern. One is the teacher wedded to running the game in an inflexible, sergeant-majorial way giving total concentration to pernicious interjections of every rule, and ploughing on to some predetermined end, regardless of the nuances of class atmosphere and interest. In my experience, you make no judgments about how things will play a game or simulation; some of the most fruitful moments come when discussion about a particular issue engulfs the activity at an unexpected point.

And, also, in some cases, it is possible to find a simulation going on with the teacher doing almost

all the talking, and with the pupils being given very little chance to explore or experiment with views of their own. I observed a classroom recently where a senior teacher was handling the issue of industrial location. He said (and I hope I doctored a twinkle to his eye . . .) "Now at this point in the new geography, you're supposed to discuss why you should locate a factory here—but well skip that bit—I'll tell you why—get this down in your notes . . ."

Even so, I expect the geography of the 1980s to be more conducive to the use of games and simulations whatever the effect of "back to basics" movements. As research evidence builds to show their value (particularly in the retention of ideas over long periods, they will be accepted by teachers to the profession as a remarkable but useful aid to learning. Their high-profile novelty value will be replaced by more realism and more appreciation of their contextual needs.

And since games were never wedded strongly to the positivist traditions of spatial analysis, there is reason to believe that the increasing concern about "humanistic geography" will find some outlet through the increased use of such a technique. As the academic community of geography now reflects a greater preoccupation with the way in which individuals and groups view the "objective" world from differing standpoints, there is added reason to emphasize the empathetic mode at the expense of the didactic.

"The Geocode" continued styles of the authors, which we strive to retain, bring a freshness and welcome breadth to the magazine.

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Geo, price £2.50 each for 29 subscription and £2.00 each for 10 or more. Subscriptions are available from Mary Glasgow Publications Ltd, 140 Kensington Church Street, London W8 4BN.

Anns Ralph, who was formerly a geography teacher and senior geography editor at Macmillan Education, is a practicing teacher and continues to work in geography publishing in a freelance capacity. Richard Punter, who is deputy headmaster of Dorset School, Salisbury, is a Cambridge graduate in geography and continues to teach geography.

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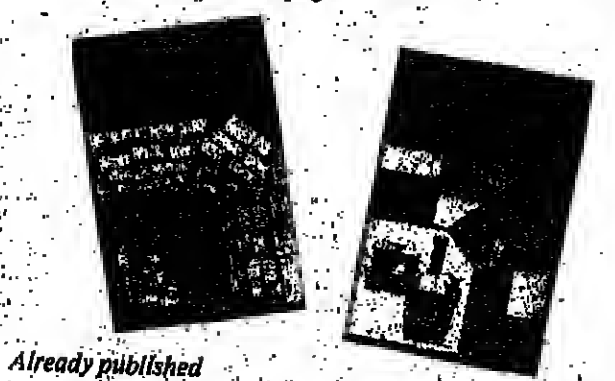
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SECONDARY Mathematics continued from page 46

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ST. JOHN'S SCHOOL, Chelmsford, Essex, has a vacancy for a **MATHEMATICS** teacher for September 1980. The school is a large, modern, comprehensive school with a strong tradition

A detailed letter of application

CAMBRIDGESHIRE

BRISTOL **LOVELL** **SCHOOL**
 Bristol Center, Portsmouth, N.H.
 4113
 Tel. Portsmouth 273014
 Principal, Mr. W. R. Silving, M. A.
 (Camab),
 Group 10
Richfield Community School opens
 in September 1971. It will have
 1000 students in Grades K-12.

wards its estimated end of term is a so-called community center, including a library, a theater and a public library and is designed to meet the educational, cultural and recreational needs of the new township of Otton.

Required for September 1968

HEAD of PHYSICAL SCIENCES—scale 11—be responsible for in-

Application forms and further details are obtainable from the British Council, 11, St. James's Place, London, W.1.

ed, are obtainable from

TOMLINSON MA
Director of Education

In modern Science laboratories, the student is responsible for his own learning. The student is responsible for his own learning. The student is responsible for his own learning.

Land, Poynton.
1972. Purpose built.
Department. Ability to teach
1st, 2nd, 3rd and 4th years.

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Community Service may be

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Combined entrance to the
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ake allied subjects might be
al area on the outskirts of
Chester and within easy reach

Walsford Verulam Comprehensive
For school details see under "B" on 5 Points & Above "1".
Required September 1962-2-2

METALWORK & TECHNICAL DRAWING
Helsby High
Chester Road, Helsby, Warrington, WA6 0JY.
No. of pupils on roll 1428. No. of pupils in VIII Form 82.
Required for September 1962-2-2

1. BIOLOGY **2. METALWORK & TECHNICAL DRAWING**
3. SCIENCE
Alnager Comprehensive
For school details see under "Head of Department" "1".
1,700 on roll, 160 in Sixth Form
The school is situated in extensive grounds in an attractive part
of Chester. All pupils required September 1962-2-2

1. A well equipped Science Department with a teaching laboratory to OGB
2. Advanced and Scholarship level practical Modern Science facilities.
3. To GCSE Ordinary and Advanced level. 4. To A level, applying
to the 2nd year, 1962-2-2

MATHEMATICS
Lynn Ovingington High
Chughrington Lane, Lynn, WA13 0RB.
(Formerly Lynn Grammar) Tel: Lynn 5458.
Sixth form work available. All interests in Computer Studies could
be followed. Facilities for advancement between Manchester and
Marskeby; new motorcycles; and international airport.

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U.S. District Court
Southern District of New York
New York, New York
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Tel: 646

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NY, St. Louis,
and Agents, Birmingham
and Seattle, each offered \$1 to
the author. On 10 April 1944
PAULINE REAGAN
was
acquired for September 1944 but
she is listed separately and not
of origin in C.S. and P.C.
I have through well established
sources, determined that the
above named girl was and there
fore illegitimate
and by letter she stated un-
qualifications, interests and ex-
perience and two references.
Further details on request. Be-
cause space is so small

DUNSWLOW
London Borough of
UNION LIAISON
Education Committee
a Civic Centre, London Road
Dunswlow, TW2 4JN
NOT CHURCH SCHOOL
Leacock Lane
Dunswlow, TW2 5PE
Director: Mr. E. E. Williams
Closed September 1990 at 44
as possible: 14/11/90 at
a Design and Techni-
cology
The Design and Technology
Department consists of a Design
and Technology Unit of six and a
Design and Technology Unit of six
with a total of 12 pupils.

Longford School is a fully developed aural form entry functional Comprehensive school for 18-19 year olds with 400 pupils in all. London Allowance £4081 p.w.

Letters of application in the summer, giving a main line of interest, experience and references and addresses of two referees (stamped addressed for envelope, please).

Closing date: 30th April 1988.

Mr. Groves, Director of Training

NCIL

to the headteacher of
be accompanied by a

SCHOOL No. on roll:
ater, Cardiford. WF10 2HR,
on. B.A.
3; YEAR TUTOR for the
ould be able to offer one of
C.S.E./C.S.E. level; MATHIE
g. Sixth Form work), GER.
Further details and application
the Director of Studies at the

00L (GIRLS) (No. on roll :
58L Telephone : 30753
es. B.A.
to be HEAD of PHYSICAL
The school has facilities for
hall for shared use with a
pection. Ability to help with
an added recommendation.
Governors, e/a the school.
MAR SCHOOL (No. on roll :
ay 46324
unfield, M.A., B.Sc.(Hons.)
1960). Librarian and teacher

of large library and resources
to 16 plus slide 3), possibly
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subject, manuscript and reference

L. HUGH SCHOOL No. on
BG. Telephone 03554/44386
p. 11
teacher and ENGLISH for all
al. including "A" level with

Teacher of PHYSICS to U
in the Town, Year
1910-1911, 1912-1914
Telephone 6443
M.A.
Teacher of HOME ECONO.
teaching up to 1915 Form
of Home Economics and Child
1. (No. an toll 896 (inland)
13-18-1915
B.P. Telephone 54423
1914, M.A., B.S., M.I.C.
1930: teacher of BUSINESS

and 11. Applicants should state
 and to which level of interest
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 fallow.

1. of roll 1, 1981 51715 1981
 2. Telephone 51263
 3. 14-18 school years
 so offered within the department.

HIGH SCHOOL (No. of roll :

Otley 463324
 Bousfield, M. A., B.Sc. (Lanc.)
 Mar., 1968: teacher of HOME
 and interest in literature, food
 and man relations; also in Mode 3
 p. on roll: 1,250 (no education)
 and on 13-18 years)
 IND: Telephone: 450051
 VER, M.A.
 80 L. years of ART with special
 interest for a suitable candidate
 only type.
 JOHNSON, Director of Education

100

London Borough of Sutton
Education Department
Director of Education
Charles Melville, M.A., M.Ed.
Telephone: 01-881 5748

**Peripatetic Technical
Studies Teacher, Scale 3**

Required for September 1980, two TECHNICAL STUDIES Teachers (male or female) to join a small team of peripatetic staff working in Borough High Schools.

Ability to teach Woodwork, Metalwork and Technical Drawing to G.S.E. and O Level essential. Interest in Design and Technology would be an advantage.

Casual car user allowance payable.

Apply by letter to the Director of Education (Ref. PAA(S)), London Borough of Sutton, The Grove, Carshalton, Surrey, SM5 3AL giving curriculum vitae and names of two referees.

Closing date for applications, 1st May, 1980.

WEST GLAMORGAN County Council

Applications are invited from suitably qualified teachers for the following posts in the Authority's service.

CENTRAL OFFICE APPOINTMENTS

(Director of Education, Princess House, Princess Way, Swansea).

Clydach Junior School, Tynydd, Clydach. (Mixed) (198 on roll) (Age range 7 to 11 years). A HEAD TEACHER is required for this Group 4 School. To commence in September, 1980. (Post Ref. CP/17/11.10.80/TES).

Garnswill Primary School, Garnswill, West Glamorgan. (Mixed) (44 on roll) (Age range 5 to 11 years). A HEAD TEACHER is required for this Group 1 school. To commence in September, 1980. (Post Ref. CP/18/2.10.80/TES).

Malin Junior School, Malin, Neath. (Mixed) (216 on roll) (Age range 7 to 11 years). A HEAD TEACHER is required for this Group 4 school. To commence in September, 1980. (Post Ref. CP/3.10.80/TES).

Neath Abbey Infants School, Neath Abbey, Neath. (Mixed) (158 on roll) (Age range 3 to 7 years). A HEAD TEACHER is required for this Group 3 school. To commence in September, 1980. (Post Ref. CP/4.10.80/TES).

Rhydyfiro Primary School, Commercial Road, Rhydyfiro, Pontardawe. (Mixed) (135 on roll) (Age range 3 to 11 years). A HEAD TEACHER is required for this Group 3 school. To commence in September, 1980. (Post Ref. CP/19/6.10.80/TES).

St. Joseph's R.C. Primary School, St. Joseph's Convent, Clydach. (Mixed) (182 on roll) (Age range 4 to 11 years). A HEAD TEACHER is required for this Group 3 school. To commence in September, 1980. (Post Ref. CP/8.10.80/TES).

SWANSEA DISTRICT APPOINTMENTS

(District Education Officer, Swansea District Education Office, Princess House, Princess Way, Swansea).

Blisphor Gorse Comprehensive School, De La Beche Road, Sketty, Swansea. (Mixed) (1,775 on roll) (Age range 11 to 18 years).

I) To teach GENERAL ART to pupils in the lower ability range. Applicants should have a special interest in POTTERY. Scale 1. To commence in September, 1980. (Post Ref. SS/7.10.80/TES).

II) To teach HOME ECONOMICS. Applicants should be able to teach Dress and Design to junior pupils. It is required that applicants have recent experience of teaching Home Economics to O and C.S.E. levels. Scale 1. To commence in September, 1980. (Post Ref. SS/8.10.80/TES).

III) To teach FRENCH to C.S.E. and O level. Applicants should state whether other subjects are offered and the levels to which they could be taught. Welsh would be the most advantageous subsidiary subject. Scale 1. To commence in September, 1980. (Post Ref. SS/9.10.80/TES).

IV) A graduate is required to teach MATHEMATICS and PHYSICAL SCIENCE. Applicants should state the levels to which they can teach these subjects. Scale 1. To commence in September, 1980. (Post Ref. SS/10.10.80/TES).

V) To be responsible for the teaching of ENGINEERING, DRAWING to O level and to share in the teaching of WOODWORK to C level. Scale 1. To commence in September, 1980. (Post Ref. SS/11.10.80/TES).

Cefn Hengoed Comprehensive School, Caidol Road, Winch Wan, Swansea. (Mixed) (1,815 on roll) (Age range 11 to 18 years). This is a special priority school.

I) SENIOR HOUSE TUTOR is required. Scale 4. Experience and/or an interest in pastoral work is essential. Applicants should state the teaching subjects offered. To commence in September, 1980. (Post Ref. SS/12.10.80/TES).

II) To teach ENGLISH. Experience and/or an interest in O level C.S.E. is essential. Scale 1. To commence in September, 1980. (Post Ref. SS/13.10.80/TES).

III) To teach PHYSICAL EDUCATION and ENGLISH. Scale 1. To commence in September, 1980. (Post Ref. SS/14.10.80/TES).

Dyffryn Comprehensive School, De La Beche Road, Sketty, Swansea. (Mixed) (1,000 on roll) (Age range 11 to 18 years).

I) To teach RELIGIOUS EDUCATION and SPECIAL EDUCATION. Scale 1. To commence in September, 1980. (Post Ref. SS/15.10.80/TES).

II) To teach ART and LIGHT CRAFT mainly to pupils in the lower ability range. To commence in September, 1980. (Post Ref. SS/16.10.80/TES).

Pantrefoed Comprehensive School, Pantrefoed Road, Hengoed, Swansea. (Mixed) (1,250 on roll) (Age range 11 to 18 years).

I) To teach HEAVY CRAFT throughout the school. Scale 1. To commence in September, 1980. (Post Ref. SS/17.10.80/TES).

II) To teach HISTORY throughout the school. The ability to assist in teaching ENGLISH is essential. Scale 1. To commence in September, 1980. (Post Ref. SS/18.10.80/TES).

III) To teach MATHEMATICS throughout the school. Scale 1. To commence in September, 1980. (Post Ref. SS/19.10.80/TES).

iv) To teach MUSIC throughout the school. The ability to assist in the teaching of FRENCH is an advantage. Scale 1. To commence in September, 1980. (Post Ref. SS/20.10.80/TES).

v) To teach PHYSICAL EDUCATION to girls. The ability to assist with the teaching of Science is essential. Scale 1. To commence in September, 1980. (Post Ref. SS/21.10.80/TES).

Gorseion District Appointments
(District Education Officer, Gorseion District Education Office, Ty Eion, Princess Street, Gorseion, Swansea).

Blephoston Comprehensive School, The Glebe, Blephoston, Swansea. (Mixed) (719 on roll) (Age range 11 to 18 years). A graduate is required to teach FRENCH to C.S.E. and O level and to assist with the teaching of ENGLISH. Scale 1. To commence in September, 1980. (Post Ref. GS/22.10.80/TES).

Gowerton Comprehensive School, Cefn Road, Gowerton. (Mixed) (1,850 on roll) (Age range 11 to 18 years).

I) A graduate or a person trained at a recognized college of Home Economics is required as Head of the HOME ECONOMICS Department. To be responsible for the subject throughout the school and to teach Food and Nutrition up to and including A level. A Scale 3 post is available for a suitably qualified and experienced person. To commence in September, 1980. (Post Ref. GS/23.10.80/TES).

II) To teach HISTORY and to act as second in the History Department, with special responsibility for the co-ordination of lower school work. Scale 2. To commence in September, 1980. (Post Ref. GS/24.10.80/TES).

Penlan Comprehensive School, Heol Gwysydd, Penlan, Swansea. (Mixed) (1,370 on roll) (Age range 11 to 18 years). HEAD of TECHNICAL STUDIES required. Scale 4. To be responsible for the co-ordination and integration of teaching Engineering, Drawing, Metalwork and Woodwork. To commence in September, 1980. This is a social priority school. (Post Ref. GS/25.10.80/TES).

Morrison District Appointments
(District Education Officer, Morrison District Education Office, Morrison Infants School, Neath Road, Morrison, Swansea).

Blisphor Vaughan R.C. Comprehensive School, Minyddgarnall Road, Morrison, Swansea. (Mixed) (1,080 on roll) (Age range 11 to 18 years).

I) Two vacancies for teachers to act as HEAD OF HOUSE. Scale 4. To commence in September, 1980. (Post Ref. MS/28.10.80/TES).

II) To teach COMMERCIAL STUDIES. Scale 1. To commence in September, 1980. (Post Ref. MS/29.10.80/TES).

III) To teach REMEDIAL EDUCATION. Scale 1. To commence in September, 1980. (Post Ref. MS/30.10.80/TES).

Gorseion Primary School, Gorseion Road, Gorseion, Swansea. (Mixed) (201 on roll) (Age range 3 to 11 years). A DEPUTY HEAD TEACHER is required for this Group 4 school. To commence in September, 1980. (Post Ref. MP/19.10.80/TES).

Neath District Appointments
(District Education Officer, Neath District Education Office, Cadoxton Road, Neath).

Waucelch Primary School, Cewern, Neath. (Mixed) (220 on roll) (Age range 3 to 11 years). A DEPUTY HEAD TEACHER is required for this Group 4 school. Applicants should preferably have experience as Scale 2 post holders, a knowledge of the primary school curriculum and some experience in supervising the professional activities of colleagues. To commence in September, 1980. (Post Ref. NP/11.10.80/TES).

Afan District Appointments
(District Education Officer, Afan District Education Office, 40 Talbot Road, Port Talbot).

Cymer Afan Comprehensive School, Cymer, Port Talbot. (Mixed) (987 on roll) (Age range 11 to 18 years). To teach LATIN to O level. Scale 1. To commence in September, 1980. (Post Ref. SS/26.10.80/TES).

II) To teach ENGLISH. A graduate in Science is required to teach CHEMISTRY to O level. An interest in Nuffield Combined and Nuffield Secondary Science is desirable. Scale 1. This is a temporary post commencing on 2nd September, 1980, during the absence of a permanent member of staff on secondment to a one year course. To commence in September, 1980. (Post Ref. SS/27.10.80/TES).

Glanafan Comprehensive School, Station Road, Port Talbot. (Mixed) (1,130 on roll) (Age range 11 to 18 years). To teach LATIN to O level. Scale 1. To commence in September, 1980. (Post Ref. SS/28.10.80/TES).

II) To teach RELIGIOUS EDUCATION and SPECIAL EDUCATION. Scale 1. To commence in September, 1980. (Post Ref. SS/29.10.80/TES).

III) To teach ART and LIGHT CRAFT mainly to pupils in the lower ability range. To commence in September, 1980. (Post Ref. SS/30.10.80/TES).

Pantrefoed Comprehensive School, Pantrefoed Road, Hengoed, Swansea. (Mixed) (1,250 on roll) (Age range 11 to 18 years).

I) To teach HEAVY CRAFT throughout the school. Scale 1. To commence in September, 1980. (Post Ref. SS/31.10.80/TES).

II) To teach HISTORY throughout the school. The ability to assist in teaching ENGLISH is essential. Scale 1. To commence in September, 1980. (Post Ref. SS/32.10.80/TES).

III) To teach MATHEMATICS throughout the school. Scale 1. To commence in September, 1980. (Post Ref. SS/33.10.80/TES).

Application forms and further particulars of specific posts are available from the addresses shown (i.e. Chief Education Officer, Morrison District Education Office, Morrison Infants School, Neath Road, Morrison, Swansea; or from the appropriate District Education Officer, Swansea District Education Office, Princess House, Princess Way, Swansea).

The closing date for the receipt of completed applications is Thursday, 1st May, 1981. Applications should be sent to the appropriate District Education Officer.

SECONDARY Technical Studies continued
KENT
HARTLEY PARK SCHOOL, Hartley Park, Kent. (Mixed) (1,000 on roll) (Age range 11 to 18 years). A graduate is required to teach FRENCH to C.S.E. and O level and to assist with the teaching of ENGLISH. Scale 1. To commence in September, 1980. (Post Ref. SS/20.10.80/TES).

LIVERPOOLSHIRE
MARY LINCOLN SCHOOL, Mary Lincoln School, Liverpool. (Mixed) (1,000 on roll) (Age range 11 to 18 years). A graduate is required to teach FRENCH to C.S.E. and O level and to assist with the teaching of ENGLISH. Scale 1. To commence in September, 1980. (Post Ref. SS/20.10.80/TES).

GENERAL STUDIES
Scale 1
FENCIAL STUDIES and **100** two course units in the fourth and fifth years. The school is a specialist school for the study of Fencing. To be responsible for the subject throughout the school and to teach Fencing to O level and to assist with the teaching of ENGLISH. Scale 1. To commence in September, 1980. (Post Ref. SS/20.10.80/TES).

Gowerton Comprehensive School, Cefn Road, Gowerton. (Mixed) (1,850 on roll) (Age range 11 to 18 years).

I) A graduate or a person trained at a recognized college of Home Economics is required as Head of the HOME ECONOMICS Department. To be responsible for the subject throughout the school and to teach Food and Nutrition up to and including A level. A Scale 3 post is available for a suitably qualified and experienced person. To commence in September, 1980. (Post Ref. GS/23.10.80/TES).

II) To teach HISTORY and to act as second in the History Department, with special responsibility for the co-ordination of lower school work. Scale 2. To commence in September, 1980. (Post Ref. GS/24.10.80/TES).

Penlan Comprehensive School, Heol Gwysydd, Penlan, Swansea. (Mixed) (1,370 on roll) (Age range 11 to 18 years). HEAD of TECHNICAL STUDIES required. Scale 4. To be responsible for the co-ordination and integration of teaching Engineering, Drawing, Metalwork and Woodwork. To commence in September, 1980. This is a social priority school. (Post Ref. GS/25.10.80/TES).

Morrison District Appointments
(District Education Officer, Morrison District Education Office, Morrison Infants School, Neath Road, Morrison, Swansea).

Blisphor Vaughan R.C. Comprehensive School, Minyddgarnall Road, Morrison, Swansea. (Mixed) (1,080 on roll) (Age range 11 to 18 years).

I) Two vacancies for teachers to act as HEAD OF HOUSE. Scale 4. To commence in September, 1980. (Post Ref. MS/28.10.80/TES).

II) To teach COMMERCIAL STUDIES. Scale 1. To commence in September, 1980. (Post Ref. MS/29.10.80/TES).

III) To teach REMEDIAL EDUCATION. Scale 1. To commence in September, 1980. (Post Ref. MS/30.10.80/TES).

Gorseion Primary School, Gorseion Road, Gorseion, Swansea. (Mixed) (201 on roll) (Age range 3 to 11 years). A DEPUTY HEAD TEACHER is required for this Group 4 school. To commence in September, 1980. (Post Ref. MP/19.10.80/TES).

Neath District Appointments
(District Education Officer, Neath District Education Office, Cadoxton Road, Neath).

Waucelch Primary School, Cewern, Neath. (Mixed) (220 on roll) (Age range 3 to 11 years). A DEPUTY HEAD TEACHER is required for this Group 4 school. Applicants should preferably have experience as Scale 2 post holders, a knowledge of the primary school curriculum and some experience in supervising the professional activities of colleagues. To commence in September, 1980. (Post Ref. NP/11.10.80/TES).

Afan District Appointments
(District Education Officer, Afan District Education Office, 40 Talbot Road, Port Talbot).

Cymer Afan Comprehensive School, Cymer, Port Talbot. (Mixed) (987 on roll) (Age range 11 to 18 years). To teach LATIN to O level. Scale 1. To commence in September, 1980. (Post Ref. SS/26.10.80/TES).

II) To teach ENGLISH. A graduate in Science is required to teach CHEMISTRY to O level. An interest in Nuffield Combined and Nuffield Secondary Science is desirable. Scale 1. This is a temporary post commencing on 2nd September, 1980, during the absence of a permanent member of staff on secondment to a one year course. To commence in September, 1980. (Post Ref. SS/27.10.80/TES).

Glanafan Comprehensive School, Station Road, Port Talbot. (Mixed) (1,130 on roll) (Age range 11 to 18 years). To teach LATIN to O level. Scale 1. To commence in September, 1980. (Post Ref. SS/28.10.80/TES).

II) To teach RELIGIOUS EDUCATION and SPECIAL EDUCATION. Scale 1. To commence in September, 1980. (Post Ref. SS/29.10.80/TES).

III) To teach ART and LIGHT CRAFT mainly to pupils in the lower ability range. To commence in September, 1980. (Post Ref. SS/30.10.80/TES).

Pantrefoed Comprehensive School, Pantrefoed Road, Hengoed, Swansea. (Mixed) (1,250 on roll) (Age range 11 to 18 years).

I) To teach HEAVY CRAFT throughout the school. Scale 1. To commence in September, 1980. (Post Ref. SS/31.10.80/TES).

II) To teach HISTORY throughout the school. The ability to assist in teaching ENGLISH is essential. Scale 1. To commence in September, 1980. (Post Ref. SS/32.10.80/TES).

III) To teach MATHEMATICS throughout the school. Scale 1. To commence in September, 1980. (Post Ref. SS/33.10.80/TES).

Application forms and further particulars of specific posts are available from the addresses shown (i.e. Chief Education Officer, Morrison District Education Office, Morrison Infants School, Neath Road, Morrison, Swansea; or from the appropriate District Education Officer, Swansea District Education Office, Princess House, Princess Way, Swansea).

The closing date for the receipt of completed applications is Thursday, 1st May, 1981. Applications should be sent to the appropriate District Education Officer.

SECONDARY Technical Studies continued
KENT
HARTLEY PARK SCHOOL, Hartley Park, Kent. (Mixed) (1,000 on roll) (Age range 11 to 18 years). A graduate is required to teach FRENCH to C.S.E. and O level and to assist with the teaching of ENGLISH. Scale 1. To commence in September, 1980. (Post Ref. SS/20.10.80/TES).

LIVERPOOLSHIRE
MARY LINCOLN SCHOOL, Mary Lincoln School, Liverpool. (Mixed) (1,000 on roll) (Age range 11 to 18 years). A graduate is required to teach FRENCH to C.S.E. and O level and to assist with the teaching of ENGLISH. Scale 1. To commence in September, 1980. (Post Ref. SS/20.10.80/TES).

GENERAL STUDIES
Scale 1
FENCIAL STUDIES and **100** two course units in the fourth and fifth years. The school is a specialist school for the study of Fencing. To be responsible for the subject throughout the school and to teach Fencing to O level and to assist with the teaching of ENGLISH. Scale 1. To commence in September, 1980. (Post Ref. SS/20.10.80/TES).

Gowerton Comprehensive School, Cefn Road, Gowerton. (Mixed) (1,850 on roll) (Age range 11 to 18 years).

I) A graduate or a person trained at a recognized college of Home Economics is required as Head of the HOME ECONOMICS Department. To be responsible for the subject throughout the school and to teach Food and Nutrition up to and including A level. A Scale 3 post is available for a suitably qualified and experienced person. To commence in September, 1980. (Post Ref. GS/23.10.80/TES).

II) To teach HISTORY and to act as second in the History Department, with special responsibility for the co-ordination of lower school work. Scale 2. To commence in September, 1980. (Post Ref. GS/24.10.80/TES).

NORTHUMBERLAND COUNTY COUNCIL
CRICKET COUNTY HIGH SCHOOL, Crick, Northumberland. (Mixed) (1,000 on roll) (Age range 11 to 18 years). A graduate is required to teach FRENCH to C.S.E. and O level and to assist with the teaching of ENGLISH. Scale 1. To commence in September, 1980. (Post Ref. SS/20.10.80/TES).

HEAD OF YEAR
Scale 1
TEACHER to be responsible for the subject throughout the school and to assist with the teaching of ENGLISH. Scale 1. To commence in September, 1980. (Post Ref. SS/20.10.80/TES).

GENERAL STUDIES
Scale 1
FENCIAL STUDIES and **100** two course units in the fourth and fifth years. The school is a specialist school for the study of Fencing. To be responsible for the subject throughout the school and to teach Fencing to O level and to assist with the teaching of ENGLISH. Scale 1. To commence in September, 1980. (Post Ref. SS/20.10.80/TES).

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II) To teach HISTORY and to act as second in the History Department, with special responsibility for the co-ordination of lower school work. Scale 2. To commence in September, 1980. (Post Ref. GS/24.10.80/TES).

Penlan Comprehensive School, Heol Gwysydd, Penlan, Swansea. (Mixed) (1,370 on roll) (Age range 11 to 18 years). HEAD of TECHNICAL STUDIES required. Scale 4. To be responsible for the co-ordination and integration of teaching Engineering, Drawing, Metalwork and Woodwork. To commence in September, 1980. This is a social priority school. (Post Ref. GS/25.10.80/TES).

Morrison District Appointments
(District Education Officer, Morrison District Education Office, Morrison Infants School, Neath Road, Morrison, Swansea).

Blisphor Vaughan R.C. Comprehensive School, Minyddgarnall Road, Morrison, Swansea. (Mixed) (1,080 on roll) (Age range 11 to 18 years).

I) Two vacancies for teachers to act as HEAD OF HOUSE. Scale 4. To commence in September, 1980. (Post Ref. MS/28.10.80/TES).

II) To teach COMMERCIAL STUDIES. Scale 1. To commence in September, 1980. (Post Ref. MS/29.10.80/TES).

III) To teach REMEDIAL EDUCATION. Scale 1. To commence in September, 1980. (Post Ref. MS/30.10.80/TES).

Gorseion Primary School, Gorseion Road, Gorseion, Swansea. (Mixed) (201 on roll) (Age range 3 to 11 years). A DEPUTY HEAD TEACHER is required for this Group 4 school. To commence in September, 1980. (Post Ref. MP/19.10.80/TES).

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(District Education Officer, Neath District Education Office, Cadoxton Road, Neath).

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LIVERPOOLSHIRE
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Penlan Comprehensive School, Heol Gwysydd, Penlan, Swansea. (Mixed) (1,370 on roll) (Age range 11 to 18 years). HEAD of TECHNICAL STUDIES required. Scale 4. To be responsible for the co-ordination and integration of teaching

EDUCATION DEPARTMENT
Educational Psychologist

Applications are invited from persons with postgraduate training in psychology, or its equivalent, with postgraduate training in educational psychology and preferably teaching experience, for the post of educational psychologist with Shetland Islands Council. The work of an educational psychologist in the Shetland Islands is both wide ranging and interesting and this new post would suit someone with experience who is capable of working on his own.

Salary in accordance with the Scottish teachers salaries memorandum presently £4,770 to £5,732 (under review) plus district allowance of £312 and temporary Shetland allowance of £100. Essential car user's allowance is payable and all removal expenses of the successful applicant and family will be paid (less the first £50).

Further information can be obtained from the Principal Educational Psychologist, Education Office, Lerwick (0593 3535, ext. 281). Application forms are obtainable from the Director of Education, Education Office, 1 Harbour Street, Lerwick, Shetland ZE1 0LS, to whom completed forms and family will be returned by May 2, 1980.

SHETLAND ISLANDS COUNCIL

STRATHCLYDE REGIONAL COUNCIL

DEPARTMENT OF EDUCATION
GLASGOW DIVISION
EDUCATION FOR ETHNIC MINORITIES

A major urban aid project has recently been approved by the urban renewal unit. The project will last initially for three years.

The project is designed to provide a comprehensive approach to learning difficulties of children from ethnic minority groups. Additional provision will be made at nursery, primary and secondary school level and to community and child guidance services. Home/school contacts will be fostered and a multi-cultural resource centre set up. Every effort will be made to ensure that the new provision dovetails with the existing provision.

As part of this project, therefore, applications are invited for the following posts:

A. EDUCATIONAL HOME VISITORS
(4 Posts)

The successful candidates will be based in areas with a high concentration of families from ethnic minority groups. Experience in teaching in multi-racial schools would be an advantage.

Those appointed will work under the guidance of a senior educational home visitor and will be expected to assist schools in encouraging families from different cultural backgrounds to participate fully in the educational system. Further support will come from four educational home visitors who will help with interpretation.

B. SECONDARY TEACHERS
(6 Posts)

The successful applicants who should be fully registered teachers having completed their probationary period and holding a teaching qualification (secondary) will act as teachers of English as a second language and will be expected to enhance the learning experience of more advanced learners so that they may reach their full potential through their own initiative. Experience in TEFL or TEF would be an advantage. Successful candidates will be provided with a comprehensive induction programme.

C. NURSERY TEACHERS
(8 Posts)

Applicants who should be fully registered teachers holding a primary teaching qualification, will act as teachers of English as a second language in nursery schools.

Qualifications and/or experience in nursery education or in early stages of the primary school would be an advantage. Training in teaching English as a second language will be provided. All applicants for the above posts must be eligible for registration with the General Teaching Council for Scotland.

Memorandum of Understanding (M.U.) will be signed with the successful candidates who will be offered a permanent contract of employment with the Council. Applicants who wish to apply for any of the above posts and who have applied for any of the posts advertised previously for this project, are not required to complete another application form, but are required to complete the address below, indicating the post in which they are interested.

Application forms and further information can be obtained from the Divisional Education Officer (Teachers and Teaching Department), 128 Bath Street, Glasgow G2 2BY (Telephone 041 204 2900, extension 2805).

Application forms should be completed and returned to Teachers and Teaching Department on or before Friday, May 2, 1980.

EDWARD MILLER
DIRECTOR OF EDUCATION

Appointments in Scotland

Primary Education
Headships

EDINBURGH
SCOTTISH NUDY UNION
ADMINISTRATOR

Applications for this post are invited from persons with postgraduate training in psychology, or its equivalent, with postgraduate training in educational psychology and preferably teaching experience, for the post of educational psychologist with Shetland Islands Council. The work of an educational psychologist in the Shetland Islands is both wide ranging and interesting and this new post would suit someone with experience who is capable of working on his own.

Salary in accordance with the Scottish teachers salaries memorandum presently £4,770 to £5,732 (under review) plus district allowance of £312 and temporary Shetland allowance of £100. Essential car user's allowance is payable and all removal expenses of the successful applicant and family will be paid (less the first £50).

Further information can be obtained from the Principal Educational Psychologist, Education Office, Lerwick (0593 3535, ext. 281). Application forms are obtainable from the Director of Education, Education Office, 1 Harbour Street, Lerwick, Shetland ZE1 0LS, to whom completed forms and family will be returned by May 2, 1980.

DUMFRIES AND GALLOWAY REGIONAL COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified registered teachers for the undermentioned posts:

SECONDARY PROMOTED POSTS

Principal Teacher—Geography—Dumfries Academy

Dumfries Academy is at present the upper tier school in a two-tier system of secondary education. The Dumfries Academy is taking pupils from 83 to 88 only. The Education Authority plans to reorganise this system to one consisting of all through six year schools as soon as possible. Present roll 750.

Responsibility Element of Salary £1,800.

Principal Teacher—Modern Languages—Stranraer Academy

Stranraer Academy is a six year comprehensive school with a roll of 1,800.

Responsibility Element of Salary £1,800.

Assistant Principal Teacher—Business Studies—Wallace Hall Academy, Thornhill

Wallace Hall Academy is a six year comprehensive school with a roll of 500.

Responsibility Element of Salary £1,800.

Applicants should possess a degree or equivalent, a teaching qualification and relevant commercial experience.

Application forms and further details are available from the Director of Education, 80 Edinburgh Road, Dumfries, or the Director of Education, 101 Market Street, Stranraer.

Completed application forms should be returned to the appropriate office by Wednesday 7 May 1980.

Central Regional Council

EDUCATION DEPARTMENT

Temporary Teacher of Remedial Education

Wallace Hall Academy, Thornhill

Further details are available from the Director of the School.

Applications are invited from suitably qualified teachers registered with the General Teaching Council for Scotland.

Application forms are available from the Director of Education, 80 Edinburgh Road, Dumfries, or the Director of Education, 101 Market Street, Stranraer.

Completed application forms should be returned to the appropriate office by Wednesday 7 May 1980.

SCOTTISH APPOINTMENTS

Applications for posts in state or grant-aided primary or secondary schools must satisfy the registration requirements of the General Teaching Council for Scotland.

Application forms are available from the Director of Education, 80 Edinburgh Road, Dumfries, or the Director of Education, 101 Market Street, Stranraer.

Completed application forms should be returned to the appropriate office by Wednesday 7 May 1980.

Independent Schools
Commercial Subjects

EDINBURGH
THE MARY BREKKE SCHOOL
TEACHER OF COMMERCIAL SUBJECTS

Applications are invited from persons with postgraduate training in psychology, or its equivalent, with postgraduate training in educational psychology and preferably teaching experience, for the post of educational psychologist with Shetland Islands Council. The work of an educational psychologist in the Shetland Islands is both wide ranging and interesting and this new post would suit someone with experience who is capable of working on his own.

Salary in accordance with the Scottish teachers salaries memorandum presently £4,770 to £5,732 (under review) plus district allowance of £312 and temporary Shetland allowance of £100. Essential car user's allowance is payable and all removal expenses of the successful applicant and family will be paid (less the first £50).

Further information can be obtained from the Principal Educational Psychologist, Education Office, Lerwick (0593 3535, ext. 281). Application forms are obtainable from the Director of Education, Education Office, 1 Harbour Street, Lerwick, Shetland ZE1 0LS, to whom completed forms and family will be returned by May 2, 1980.

Geography

EDINBURGH
LORETO SCHOOL

This non-denominational school is seeking a Geography teacher for September 1980, or January 1981. The successful candidate will be responsible for the teaching of Geography to pupils in the school who are aged 11 to 16. The candidate should have a degree in Geography and a teaching qualification. The salary is £1,800 per annum.

Religious Education

EDINBURGH
MERCHANT COMPANY SCHOOLS
THE MARY BREKKE SCHOOL
TEACHER OF RELIGIOUS EDUCATION

Applications are invited from persons with postgraduate training in psychology, or its equivalent, with postgraduate training in educational psychology and preferably teaching experience, for the post of educational psychologist with Shetland Islands Council. The work of an educational psychologist in the Shetland Islands is both wide ranging and interesting and this new post would suit someone with experience who is capable of working on his own.

Salary in accordance with the Scottish teachers salaries memorandum presently £4,770 to £5,732 (under review) plus district allowance of £312 and temporary Shetland allowance of £100. Essential car user's allowance is payable and all removal expenses of the successful applicant and family will be paid (less the first £50).

Further information can be obtained from the Principal Educational Psychologist, Education Office, Lerwick (0593 3535, ext. 281). Application forms are obtainable from the Director of Education, Education Office, 1 Harbour Street, Lerwick, Shetland ZE1 0LS, to whom completed forms and family will be returned by May 2, 1980.

Colleges of Further Education

LOTHIAN
REGIONAL COUNCIL
TECHNICAL COLLEGE OF FURTHER EDUCATION
SENIOR LECTURER IN INDUSTRIAL STUDIES

Applications are invited from persons with postgraduate training in psychology, or its equivalent, with postgraduate training in educational psychology and preferably teaching experience, for the post of educational psychologist with Shetland Islands Council. The work of an educational psychologist in the Shetland Islands is both wide ranging and interesting and this new post would suit someone with experience who is capable of working on his own.

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Further information can be obtained from the Principal Educational Psychologist, Education Office, Lerwick (0593 3535, ext. 281). Application forms are obtainable from the Director of Education, Education Office, 1 Harbour Street, Lerwick, Shetland ZE1 0LS, to whom completed forms and family will be returned by May 2, 1980.

SHROPSHIRE
EDUCATION COMMITTEE
DEPUTY HEADSHIP

Applications are invited from persons with postgraduate training in psychology, or its equivalent, with postgraduate training in educational psychology and preferably teaching experience, for the post of educational psychologist with Shetland Islands Council. The work of an educational psychologist in the Shetland Islands is both wide ranging and interesting and this new post would suit someone with experience who is capable of working on his own.

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Further information can be obtained from the Principal Educational Psychologist, Education Office, Lerwick (0593 3535, ext. 281). Application forms are obtainable from the Director of Education, Education Office, 1 Harbour Street, Lerwick, Shetland ZE1 0LS, to whom completed forms and family will be returned by May 2, 1980.

SOUTH GLAMORGAN COUNTY COUNCIL

HEADTEACHER
GROUP 3(S)
PRESWYLA NURSERY SCHOOL AND ASSESSMENT UNIT CARDIFF

Applications are invited from suitably qualified and experienced teachers for the Headship of this school, which falls vacant on 1st September, 1980, due to the retirement of the present holder. The school is an assessment centre for nursery aged children with varied and profound physical and/or mental disabilities.

Application forms and further particulars for the above post may be obtained on receipt of a stamped addressed envelope from the undersigned, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

F. J. Adams, Director of Education, Education Office, Kingsway, Cardiff.

CALDERDALE METROPOLITAN BOROUGH COUNCIL
Education Department

QUARRY HOUSE SCHOOL, E.G.N. (M)
Nethowram, Halifax, HX3 7DA

HEADTEACHER

Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 5(S) school. The post is vacant from 1 September 1980. Application forms and further details obtainable (on receipt of f5000 a.s.a.) from the Chief Education Officer, Alexandra Buildings, King Edward Street, Halifax, HX1 1ER, to whom completed forms should be returned by 2 May, 1980.

BERMERSIDE SCHOOL (84 on roll)
Shirwell Green, Halifax, HX3 0RZ

Required from 26 August, 1980, for this school for physically handicapped and delicate children.

TEMPORARY QUALIFIED TEACHER
(Scale 1(S), for one year only due to the sacchment of present post-holder, to join a team teaching situation for a class of infant pupils. Application forms and further details obtainable (on receipt of f5000 a.s.a.) from the Head Teacher to whom completed forms should be returned by 2 May, 1980.

HEADSHIP

Basildon & Brentwood Area
Moel House School, Church Road, Basildon, Group 6(S)

Required September, 1980, or as soon as possible thereafter, for this day special school (ESN-M).

Closing date, 2nd May, 1980.

Form and details from County Education Officer, P.O. Box 47, Market Road, Chelmsford. (S.A.E. required.)

City of Manchester EDUCATION COMMITTEE

The following posts are at MELLAND ESN(S) SCHOOL, Mollington Road, Gorton, Manchester 10.

DEPUTY HEADSHIP

DEPUTY HEADTEACHER (Group 6(S))

Required for September 1980, or as soon as possible thereafter, for this day special school (ESN-M).

Closing date, 2nd May, 1980.

Form and details from County Education Officer, P.O. Box 47, Market Road, Chelmsford. (S.A.E. required.)

SIXTH FORM AND TERTIARY COLLEGES
Scale 1 Posts

EAST SUSSEX
COUNTRY JUNIOR HIGH SCHOOL
TEACHER OF MATHEMATICS

Applications are invited from persons with postgraduate training in psychology, or its equivalent, with postgraduate training in educational psychology and preferably teaching experience, for the post of educational psychologist with Shetland Islands Council. The work of an educational psychologist in the Shetland Islands is both wide ranging and interesting and this new post would suit someone with experience who is capable of working on his own.

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Further information can be obtained from the Principal Educational Psychologist, Education Office, Lerwick (0593 3535, ext. 281). Application forms are obtainable from the Director of Education, Education Office, 1 Harbour Street, Lerwick, Shetland ZE1 0LS, to whom completed forms and family will be returned by May 2, 1980.

CITY OF SALFORD
EDUCATION DEPARTMENT

DEPUTY HEADSHIP

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ESSEX
EDUCATION COMMITTEE
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Deputy Headships
Senior Masters/Mistresses

BARNET
EDUCATION DEPARTMENT

Applications are invited from persons with postgraduate training in psychology, or its equivalent, with postgraduate training in educational psychology and preferably teaching experience, for the post of educational psychologist with Shetland Islands Council. The work of an educational psychologist in the Shetland Islands is both wide ranging and interesting and this new post would suit someone with experience who is capable of working on his own.

Salary in accordance with the Scottish teachers salaries memorandum presently £4,770 to £5,732 (under review) plus district allowance of £312 and temporary Shetland allowance of £100. Essential car user's allowance is payable and all removal expenses of the successful applicant and family will be paid (less the first £50).

Further information can be obtained from the Principal Educational Psychologist, Education Office, Lerwick (0593 3535, ext. 281). Application forms are obtainable from the Director of Education, Education Office, 1 Harbour Street, Lerwick, Shetland ZE1 0LS, to whom completed forms and family will be returned by May 2, 1980.

VACANCIES—SEPTEMBER 1980 IN SPECIAL EDUCATION

This City, recognized for its contribution to special education by the Labour Party, Polytechnics, Colleges and Schools, offers opportunities to enthusiastic and well-qualified teachers to apply for the following posts. The schools are purpose built and pleasantly situated, well serviced by public transport and take advantage of the close proximity of the surrounding countryside and the considerable resources of the second city.

(A) Helmsford School, Group 5(S), Helmsford Road, B33 9QY

This school, presently catered for 170 pupils whose ages range from two to 16 years and who have, in the main, moderate learning difficulties.

(1) HEADTEACHER (Promotion)

This senior appointment provides an opportunity for a person with suitable experience and qualifications who can meet the school's present needs, and has the vision and flair to satisfy the likely changes and challenges of the future.

(2) SECOND MASTER/MISTRESS (Promotion)

Candidates with a particular interest and ability to play a key part in the organization and development of the school are invited to apply. The successful candidate will be responsible for the day-to-day running of the school and will be expected to ensure that the school meets the needs of its pupils and the community.

(B) New Post—Advisory Teacher for ordinary services for the hearing-impaired (Salary Scale 1 Head Teacher, Group 5)

The successful applicant will be required to lead a team of five peripatetic teachers, to plan and coordinate educational provision for children in ordinary schools. The successful candidate will be expected to ensure that the school meets the needs of its pupils and the community.

(C) Deputy Headship (Promotion)

(1) Charles Burn Hospital School, Group 4(S) Queensbridge Road, Moseley B13 3QB

This school caters for 40 children between the ages of 11 and 16 years who have moderate to severe learning difficulties. The school is a day school and is situated in a pleasant residential area. The successful candidate will be responsible for the day-to-day running of the school and will be expected to ensure that the school meets the needs of its pupils and the community.

(2) Kingsland School, Group 5(S) Old Oak Hill, Kingsland B44 1BP

Kingsland is a day school for 100 severely handicapped children between the ages of 11 and 16 years, of both sexes. There is a significant proportion of older pupils. The successful candidate will be responsible for the day-to-day running of the school and will be expected to ensure that the school meets the needs of its pupils and the community.

BIRMINGHAM CITY COUNCIL

2nd MASTER/MISTRESS

Applications are invited from TEACHERS possessing relevant qualifications and experience for the above post. In addition to teaching the successful applicant will have particular duties and responsibilities within the Visually Handicapped Department.

A modern, four bedroomed detached and centrally heated residence, within the school grounds, will be made available for residential use. The successful candidate will be expected to ensure that the school meets the needs of its pupils and the community.

Applications, giving full details of training, qualifications, experience etc., together with three recent photographs, should be sent to the Secretary, School Management Committee, of the above address, to arrive not later than 4.00 p.m. on Friday, 25th April, 1980.

ESSEX
EDUCATION COMMITTEE
DEPUTY HEADSHIP

Applications are invited from persons with postgraduate training in psychology, or its equivalent, with postgraduate training in educational psychology and preferably teaching experience, for the post of educational psychologist with Shetland Islands Council. The work of an educational psychologist in the Shetland Islands is both wide ranging and interesting and this new post would suit someone with experience who is capable of working on his own.

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Further information can be obtained from the Principal Educational Psychologist, Education Office, Lerwick (0593 3535, ext. 281). Application forms are obtainable from the Director of Education, Education Office, 1 Harbour Street, Lerwick, Shetland ZE1 0LS, to whom completed forms and family will be returned by May 2, 1980.

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IDWELL

BOROUGH OF SANDWELL
TRILEY COLLEGE
TECHNOLOGY
el:
London, U.Sc., C.Eng., M.I.Mech.E., M.B.I.M.
THE POSTS OF:
CAL ENGINEERING
and Electronics Section of the Department of Con-

and electrical installation work, electronics and T.E.C. areas, and to teach electrical engineering on H.N.D.

D CHEMISTRY

will have a particular interest in energy utilization and conservation, and will be able to work in the chemical industry together with teaching and industrial experience.

E INSTRUMENTATION, MEASUREMENTS, CONTROL

Subjects including instrumentation, measurements, to assist with the teaching and development of micro-electrical engineering would be an advantage. Applicants experience in teaching and/or industrial experience of the

THEMATICS

els. Graduate or equivalent qualifications and/or teaching

WORK

CHEMISTRY

Persons with an interest in Applied Chemistry preferred.

APPLYING

U.S. Part 1. Graduate or equivalent qualifications with industrial environment preferred.

U.S. Part 2. Graduate or equivalent qualifications with industrial environment preferred.

MAN WITH SOME FRENCH

ment qualifications, together with teacher training and/or
oral fluency or experience of technical/commercial translation
use applicants will be re-considered.

PRODUCTION ENGINEERING

elements of the first year. Off-the-job Training and assess.
Applicants should have considerable practical engineer-
ing experience together with a further education teaching qualifica-

BODY BUILDING

For Vehicle Body Sulfidors and Repairs and on Vehicle
Parts I and II. Applicants should be able to offer experience
in Work. Minimum qualification required is a final City and
County Work or an equivalent.

ANY ONE-YEAR FULL-TIME POSTS:

MINISTRY:
(CAR)

Education and/or teaching experience/training preferred.

ENGLISH AS A FOREIGN LANGUAGE/SECOND
(YEAR)

have subject preferred with appropriate teaching experience.

GENERAL AND COMMUNICATION STUDIES
(YEAR)

Communication Studies to a variety of classes. Some knowledge of

for the above posts to commence duties on 1st September.
Further details (quoting Post No.) may be obtained from:
Director of Technology.

Waring, West Midlands B66 3BU.
S.
May, 1960.

YOKOHAMA INTERNATIONAL SCHOOL JAPAN

We require for September, 1980, Teachers in the following areas:

1. Mathematics to G.C.E. Advance Level
2. General Science and Physics to G.C.E. Advanced Level
3. Kindergarten or Primary reception (5-year-olds)

Applicants should have at least 2 years' experience. Please write for details and application forms to the Headmaster, Yokohama International School, 233 Yamate-cho Naka-Ku, Yokohama, Japan.

NEW ZEALAND Wellington Polytechnic School of Design

Industrial Design Tutor/Course Director

Inquiries are invited from qualified designers and design educators with at least five years' practical experience in the field of product design who feel they would like to accept the challenge of working in the area of design education in a new country.

The Industrial Design course of Wellington Polytechnic is of four years' full-time duration leading to a Diploma in Design. Preferred tutoring subjects include product design, furniture design, applied ergonomics, model making, and technical drawing; and the position includes scope for course direction and development.

The Design School, established in 1963, also conducts full courses in Visual Communications, Textiles and Photography.

Starting salary, depending on experience and qualifications, is currently \$16,997 (NZ) up to \$17,583 on a scale reaching \$18,582.

Payment of fares and assistance with other expenses may be available to the successful applicant.

For further information and application forms please write to:

The Chief Migration Officer, New Zealand House, You should quote vacancy number Imm 2/292/5; WP/1 on all correspondence and application forms.

ADMINISTRATION LOCAL EDUCATION AUTHORITY continued

BALING
London through the City of London Council, 2, Old Broad Street, London EC4A 3DF.

ESSEX
CANDIDATE OFFICER
Salary £5,770 to £6,555 plus commensurate pension.
Applications are invited from teachers with at least five years' experience in the field of local education administration. The successful candidate will be responsible for the day-to-day running of the Authority's administrative services. The post is a full-time position with a salary of £5,770 to £6,555 plus commensurate pension. Applications should be sent to the Chief Executive, Essex County Council, 1, Victoria Road, Chelmsford, Essex, CM1 1LJ.

HILLINGDON
London through the Hillingdon Local Education Authority, 1, Hillingdon Road, Hillingdon, Middlesex, UB8 3PH.

INDUSTRIAL TRAINING UNIT
Fauldham, Leicestershire
Manager
Salary £6,000 to £6,500 plus commensurate pension.
The Industrial Training Unit is a voluntary organisation which provides training for young people in the field of industrial design. The successful candidate will be responsible for the day-to-day running of the Unit's administrative services. The post is a full-time position with a salary of £6,000 to £6,500 plus commensurate pension. Applications should be sent to the Chairman, Industrial Training Unit, Fauldham, Leicestershire, LE12 6JH.

NORTH YORKSHIRE COUNTY COUNCIL
Applications are invited from teachers with at least five years' experience in the field of local education administration. The successful candidate will be responsible for the day-to-day running of the Authority's administrative services. The post is a full-time position with a salary of £5,770 to £6,555 plus commensurate pension. Applications should be sent to the Chief Executive, North Yorkshire County Council, 1, Victoria Road, Chelmsford, Essex, CM1 1LJ.

HOMERTON COLLEGE, CAMBRIDGE

DEPUTY BURSAR

Applications are invited for this new post, effective from September 1, 1980, to assume particular responsibility for College staffing, teaching and non-teaching.

Candidates should have L.E.A. or voluntary college of education experience at senior level in Burnham F.E., A.P.T. and C, or N.J.C. (Manual Workers) personnel administration. Some familiarity with the provisions of recent legislation concerning employment will be an advantage.

Salary: Senior Officer Scale 1/2. Optional anti-inflationary contributory membership of Local Government Superannuation Scheme.

Further details and application forms, returnable by May 8, 1980, obtainable from Senior Administrative Officer, Homerton College, Cambridge CB2 2PH.

SAUDI ARABIAN MONETARY AGENCY
(Central Bank of Saudi Arabia)

Two vacancies commencing mid-July September 1980 for single men only at their Banking Training Centre in Riyadh.

ENGLISH LANGUAGE TEACHERS

With minimum qualification BA plus TEFL Diploma and at least five years' overseas teaching experience. Initial contract of one year renewable. Positions command attractive fixed free salary in line with experience plus transportation allowance; generous settling-in allowance, fully furnished and air-conditioned bachelor accommodation, 45 days' annual leave and free passage both ways.

Interviews to take place in London (8-9 May inclusive).

Write giving curriculum vitae, passport-size photograph, names of referees, address and telephone numbers where contact can be made.

Box No. 334
STREETS FINANCIAL LIMITED,
18 Red Lion Court, Fleet Street,
London EC4A 3HT

ADMINISTRATION General continued

THE ASSOCIATED EXAMINING BOARD
for the General Certificate of Education
Applications are invited for the post of **EXAMINER** in the field of English Language. The successful candidate will be responsible for the day-to-day running of the Board's administrative services. The post is a full-time position with a salary of £5,770 to £6,555 plus commensurate pension. Applications should be sent to the Chief Executive, The Associated Examining Board, 1, Victoria Road, Chelmsford, Essex, CM1 1LJ.

EXPORT SALES MANAGER
Applications are invited from teachers with at least five years' experience in the field of local education administration. The successful candidate will be responsible for the day-to-day running of the Authority's administrative services. The post is a full-time position with a salary of £5,770 to £6,555 plus commensurate pension. Applications should be sent to the Chief Executive, Essex County Council, 1, Victoria Road, Chelmsford, Essex, CM1 1LJ.

THE SPASTICS SOCIETY
CAREERS OFFICER (Basis)
To be based at our Office and cover Lancashire, Merseyside, Cheshire and Greater Manchester. The successful candidate will be responsible for the day-to-day running of the Society's administrative services. The post is a full-time position with a salary of £5,770 to £6,555 plus commensurate pension. Applications should be sent to the Chief Executive, The Spastics Society, 1, Victoria Road, Chelmsford, Essex, CM1 1LJ.

OXFORDSHIRE AREA HEALTH AUTHORITY

HEALTH EDUCATION OFFICER

Applications are invited from teachers with at least five years' experience in the field of local education administration. The successful candidate will be responsible for the day-to-day running of the Authority's administrative services. The post is a full-time position with a salary of £5,770 to £6,555 plus commensurate pension. Applications should be sent to the Chief Executive, Oxfordshire Area Health Authority, 1, Victoria Road, Chelmsford, Essex, CM1 1LJ.

GENERAL

CURBRIA
Applications are invited from teachers with at least five years' experience in the field of local education administration. The successful candidate will be responsible for the day-to-day running of the Authority's administrative services. The post is a full-time position with a salary of £5,770 to £6,555 plus commensurate pension. Applications should be sent to the Chief Executive, Curbria, 1, Victoria Road, Chelmsford, Essex, CM1 1LJ.

NEW HOLLAND COLLEGE
Applications are invited from teachers with at least five years' experience in the field of local education administration. The successful candidate will be responsible for the day-to-day running of the Authority's administrative services. The post is a full-time position with a salary of £5,770 to £6,555 plus commensurate pension. Applications should be sent to the Chief Executive, New Holland College, 1, Victoria Road, Chelmsford, Essex, CM1 1LJ.

WANDERMEER
Applications are invited from teachers with at least five years' experience in the field of local education administration. The successful candidate will be responsible for the day-to-day running of the Authority's administrative services. The post is a full-time position with a salary of £5,770 to £6,555 plus commensurate pension. Applications should be sent to the Chief Executive, Wandermeer, 1, Victoria Road, Chelmsford, Essex, CM1 1LJ.

KEY ENGLISH LANGUAGE TEACHING SCHEME

Posts under the KELT Scheme are wholly financed by the British Government as part of Britain's programme of aid to developing countries. The KELT posts listed below are tenable from September, 1980.

AFRICA	80 K 4
CAMEROON Primary Teacher Training Expert, Ecole Normale Supérieure, Pitoa	80 K 4
GHANA Lecturer in English Methodology, University of Cape Coast	80 K 22
SIERRA LEONE Lecturer in English Language, Bo Teacher Training College	80 K 1
SOMALIA Curriculum Development Expert, Ministry of Education, Mogadishu	80 K 2
SUDAN Lecturer in English as Second Language, University of Juba	80 K 7
ZAMBIA Senior Curriculum Development Specialist, Department of Technical Education and Vocational Training, Lusaka	80 K 8
YEMEN Senior Lecturer, English Teaching Methodology, University of Zambale	80 K 10
YEMEN Senior Lecturer, English Language and Linguistics, University of Zambale	80 K 11

Salary: £7,770-£9,531 pa or £8,891-£12,273 ps (including 10% increment addition) or £8,891-£12,273 ps (including 10% increment addition).

Essential Qualifications: Degree or equivalent; teaching qualification including TEFL or educational qualification plus postgraduate qualification in TEFL or Applied Linguistics; 3-5 years' teaching experience including at least 2 years' TEFL overseas.

Benefits: Salary free of UK Income Tax; variable overseas allowance according to marital status and salary level; free family passages; children's education allowances and holiday visits; free furnished accommodation; out-of-pocket; medical scheme; baggage allowance; paid leave. Contracts will be for 2 years; renewable with the British Council.

UNIVERSITY POSTS OVERSEAS

Language Laboratory Instructor (Qatar)
Department of English and Modern European Languages,
University of Qatar. Required for September, 1980.
Qualifications: Candidates, men only, should be British citizens with a British educational background. Candidates should ideally have an MA in English, Modern Languages or Applied Linguistics plus 5 years' post-MA TEFL experience (including at least one year's language laboratory experience). Candidates with a BA and considerable experience will be considered.

Salary: Q.Rs 57,600-Q.Rs 72,000 per annum (£7,200-£9,000 at Q.Rs 6.0=£1). Depending on qualifications and experience. All emoluments are free of local taxation and fully convertible into sterling.

Benefits: free furnished accommodation; car allowance plus interest-free loan; medical scheme; annual leave; terminal gratuity; pension scheme.

Seven Lecturers in TEFL (China)
Chinese Universities (Shanghai, Guangzhou, Beijing, Nanjing, etc.)
Duties: Classroom teaching of basic skills with emphasis on oral development. Formal lecturing in methodology, linguistics, stylistics, social and historical background, etc. Testing, syllabus design and materials production. Some posts will require an emphasis on ESP. The lecturers will work in teams and some posts will be at senior level, fulfilling the role of team leaders.

Qualifications: Degree (preferably in English), postgraduate diploma or equivalent in TEFL (five years for senior posts). Single candidates or married teaching couples preferred. Only candidates having the essential academic qualifications and experience need apply.

Salary and benefits: Local salary Yuan 700-Yuan 1,000 per month plus annual sterling subsidy paid in UK of £2,708-£3,717 (£3,428-£4,747 for senior posts). Employer's contribution of superannuation; free accommodation; baggage allowance.

Completed applications must be received by 16 May. Interviews will be held in mid-June.

TECHNICAL TEACHER POSTS OVERSEAS

1. Teacher of Supervisory Development programmes to Junior supervisory and middle management levels.
2. Head Instructor for Fitting and Machine Shop Section.
3. Head Instructor of Automotive Trades Section.
4. Senior Instructor of Pneumatics and Electronics Control Systems (QATAR).

Regional Training Centre, Doha.

Post 1 tenable immediately or September, 1980; posts 2-3 tenable from September, 1980. To teach internal and City and Guilds courses to male Qatari students aged mainly 14-20 years. Appointees will also be in charge of the day-to-day running of the Centre.

Qualifications: Candidates should have a degree or HND in Engineering or a similar qualification. Post 1: should have a minimum of 5 years' experience in the field of technical education. Post 2: should have a minimum of 5 years' experience in the field of technical education. Post 3: should have a minimum of 5 years' experience in the field of technical education.

Salary: £7,000-£8,118 per annum in local currency, free of local taxation and fully convertible into sterling.

Benefits: Free furnished accommodation; car allowance plus interest-free loan; medical scheme; annual passage; paid leave; terminal gratuity.

Contract is for three years, of which the first year is probationary. Renewable.

English Teachers

British Aerospace requires qualified Teachers to increase the English teaching staff at the King Fahd Air Academy at Riyadh and the Technical Studies Institute at Dhahran, where they will be engaged in teaching English to young Saudi nationals selected for training as pilots or aircraft technicians.

You can earn a high tax-free salary, with assured annual increases, as an English Teacher.

... working in Saudi Arabia with BRITISH AEROSPACE

This is an opportunity likely to appeal to male UK citizens aged between 25-52 with a qualification in languages or linguistics and recent teaching experience. In addition, high tax-free salary; successful candidates will receive free accommodation; housing, medical care and other benefits, including generous travel-paid leave.

Please apply in writing giving brief details of experience or telephone Preston 634317.

The Personnel Officer, Saudi Arabia Support Dept, 182/185, Watlington Division, Watlington Aerodrome, Watlington, Oxford, PR4 1LA.

Borno State College of Basic Studies Maiduguri

This well-established College invites applications for the following posts:

Lecturers
The College provides a wide variety of academic and scientific courses up to and including sixth form level and requires Lecturers in the following subjects: English, History, Geography, Economics, Chemistry, Physics, Mathematics and technological subjects for O/N/C and H/N/C.

Qualifications
Candidates must have a good honours degree in the relevant subject from a recognised University or a degree plus appropriate professional training. For the more senior posts a Doctorate or Master's Degree would be an advantage. Teaching experience is required for most posts and, as a guide, the following service is suggested: Principals 10 years at sixth form level; Senior Lecturers 4 years at sixth form level; Lecturers 18 years with 4 years at sixth form level; Lecturers 11-13 years.

Salaries
Salaries (trial cases) will be negotiated at the interview and will depend on qualifications and experience. In addition to the negotiated salary a contract addition of 20% and a gratuity of 15% of basic salary will be given to all contract officers.

Conditions of Service
In addition to the negotiated basic salary there are also very attractive conditions of service including subsidised furnished housing, car-free health service, free family transport to and from the U.K., etc.

Application forms and further details may be obtained from J.E. Thornley O.B.E., P.O. Box 100, North Road, Alton, Hampshire, GU34 5XB to whom completed application forms must be returned by 31st May 1980. A stamped foolscap envelope must be enclosed with each request.

Nigeria

THE BRITISH COUNCIL

Return fares are paid. Local contracts are guaranteed by the British Council. Please write briefly stating qualifications and length of appropriate experience quoting relevant reference number and title of post for further details and application form to: The British Council (Appointments), 65, Pall Mall, London W1A 1AA.

